

# Mathematics

By a group of supervisors

STEP BY STEP REVISION

FREE PART

1

- Worksheets
- General Revision
- Final Assessments



2<sup>nd</sup>  
PRIMARY  
FIRST TERM  
2025

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# REVISION

In this revision your child will review on what he/she had learned in primary one.



# Revision 1

- 1** There are 36 carrots. Bunnies ate 15 of them.

How many carrots are left ?



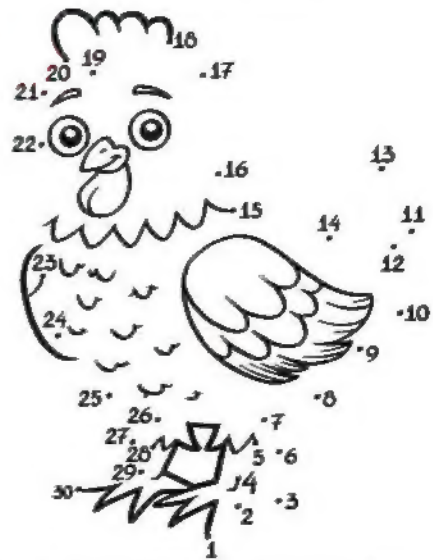
carrots.

- 3** Write  $>$ ,  $<$  or  $=$ .

4 tens, 9 ones  9 ones, 4 tens

$50 + 8$   60

- 2** Match the dots in order.



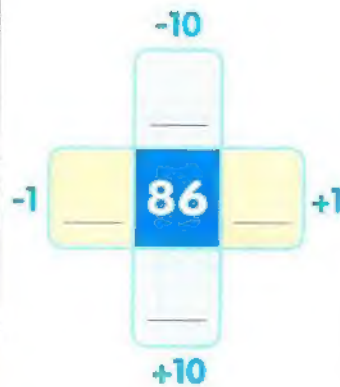
- 4** Complete.



Number of corners (vertices)

Number of edges

- 5** Write the numbers.

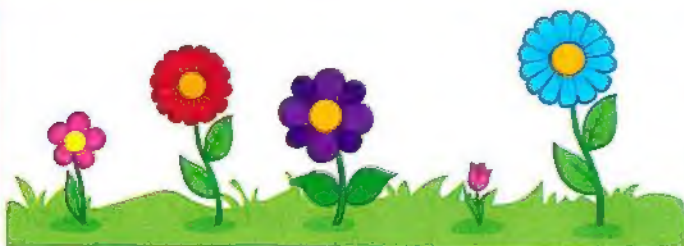


- 6** Write the sums.

 +  =

 -  =

- 7** Arrange from the shortest to the tallest.



- 8** Fill in the missing numbers.

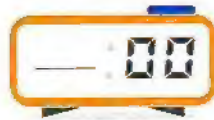
4	+	4	=	
+		-		+
	-	2	=	7
=		=		=
13	+		=	15

# Revision 2

- 1** Draw the clock hands on the clock face.  
Write the time on the digital clock.



2 o'clock



- 2** Arrange the numbers from the least to the greatest.

48

53

42

60

- 3** Complete.



The length = \_\_\_\_\_

or = \_\_\_\_\_



- 4** Write a suitable number.

51 >

37 <

- 5** Find the answers.



$$\begin{array}{r} 10 \\ + 12 \\ \hline \end{array}$$

$$\begin{array}{r} 69 \\ - 30 \\ \hline \end{array}$$

$$\begin{array}{r} 81 \\ - 31 \\ \hline \end{array}$$

$$\begin{array}{r} 42 \\ + 15 \\ \hline \end{array}$$

- 6** Complete.

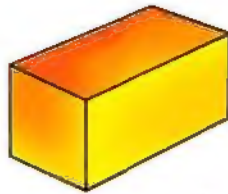


Number of sides

Number of

corners (vertices)

- 7** Complete.



Number of faces

Number of edges

- 8** How many numbers?  
How many letters?



Letters

Numbers

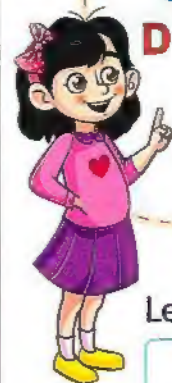


- 9** In a class, there are 23 boys and 25 girls.  
What is the total number of boys and girls?






children.



# Revision 3

**1** What is the total amount ?



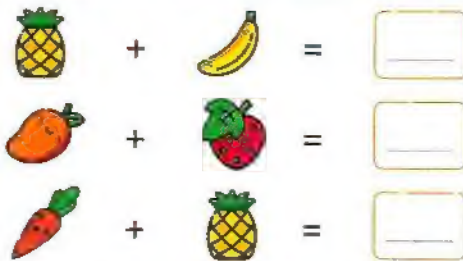
The total  L.E.

**2** Amir has 18 toys, he sold some of them and the left with him is 9. How many toys did Amir sell ?

toys.



**3** Decode the picture and write the sums.



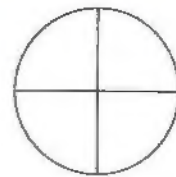
**4** What is the shape of the base of a cone ?

Square

Triangle

Circle

**5** Color one half.



**6** Put  $>$ ,  $<$  or  $=$ .

47  51

25   $20+5$

3 tens, 9 ones  3 tens, 6 ones

**7** Put  $+$  or  $-$ .

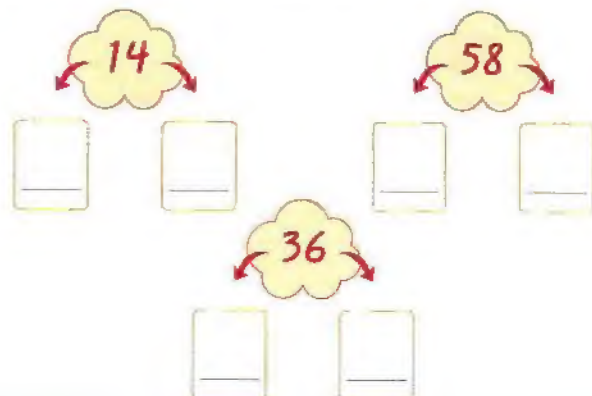
86   $54 = 32$

27   $42 = 69$

**8** Color to show how many of each item.



**9** Decompose the following numbers.

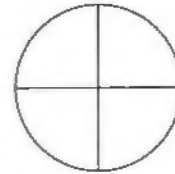


# Revision 4

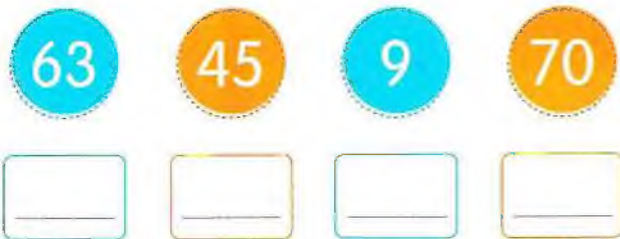
**1** Complete.



**2** Color one quarter.



**3** Arrange the numbers from the greatest to the least.



**4** Cross out the item that does not belong.



**5** Mina has 45 L.E.  
He bought a ball for 15 L.E.  
How much money is remained with Mina ?



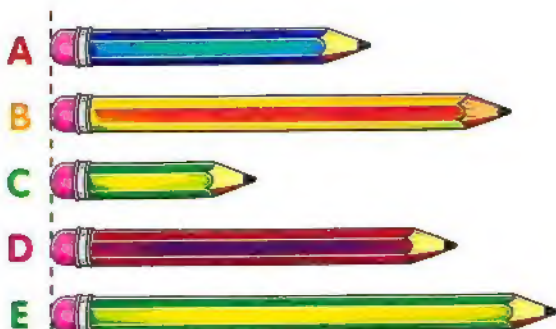
L.E.

**6** Write the suitable number.

$\xleftarrow{\text{One less}}$  25

42  $\xrightarrow{\text{One more}}$

**7** Arrange from the longest to the shortest.



**8** Write the missing numbers.

15 +  = 18

- 10 = 63

**9** Complete.

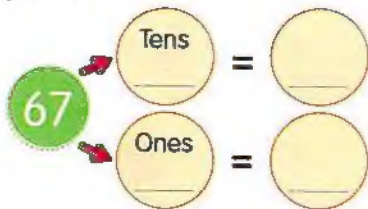
Number of sides

Number of corners (vertices)



# Revision 5

1 Complete.



2 Complete.

**58** is 10 more than

**21** is 10 less than

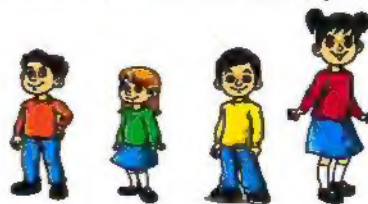
3 Write the time.



— o'clock



4 Match each kid to his/her pencil.



5 Write a suitable number.

**24** <

**89** >

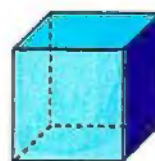
6 Circle the third (start from the arrow).



7 Color three fourths.



8 Circle the solid which has 2 circular flat faces.



9 Match the answers.

57

$84 - 30$

50

$26 + 31$

54

$12 + 20$

32

$65 - 15$

10 If you have



Write the left money if you want to buy the car.



L.E.

# 1

## CHAPTER





## Outcomes of chapter one :

At the end of chapter one, your child will be able to:

### ► Lessons 1 to 3 :

- Participate in calendar math activities.
- Collect and interpret data.
- Interpret data in a bar graph.
- Use the symbols  $>$ ,  $=$ , and  $<$  to express comparisons.

### ► Lessons 4 & 5 :

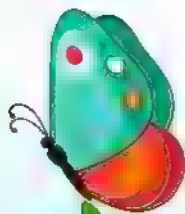
- Participate in calendar math activities.
- Collect and interpret data in a bar graph.
- Order a set of numbers from least to greatest.
- Solve put-together and take-apart problems about bar graph data.

### ► Lessons 6 to 8 :

- Participate in calendar math activities.
- Skip count by 2s.
- Interpret a bar graph with a scale of 2.
- Skip count by 10s.
- Interpret a bar graph with a scale of 10.
- Interpret data in a bar graph.

### ► Lessons 9 & 10 :

- Participate in calendar math activities.
- Solve put-together and take-apart problems about pictograph data.
- Interpret a bar graph with a scale of 2.
- Create a bar graph using data from a pictograph.



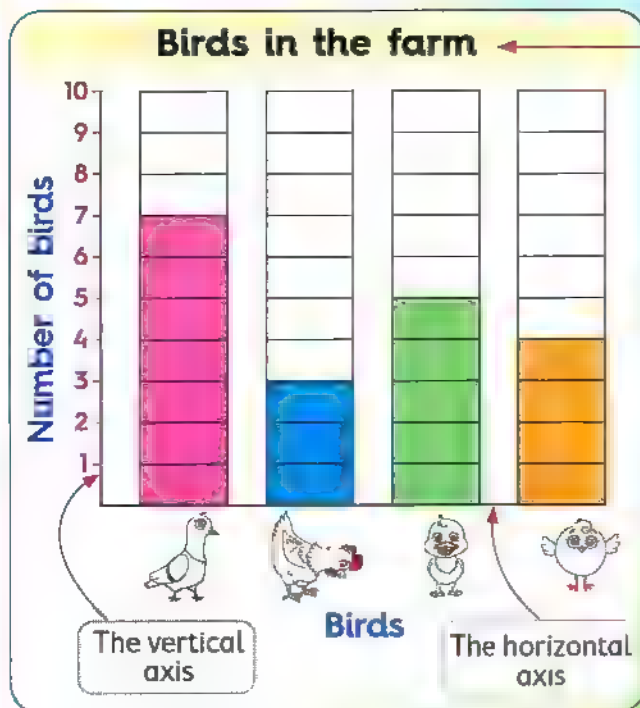
- Reading data
- Collecting and representing data
- Comparing data



## Learn 1

Reading, collecting and representing data by a bar graph

A **bar graph** is a chart uses bars (or columns) to show amounts.




The title of a bar graph



I colored one box for each bird, starting from the bottom.



## From the graph

• The number of  = 7

• The number of  = 3

• The number of  = 5

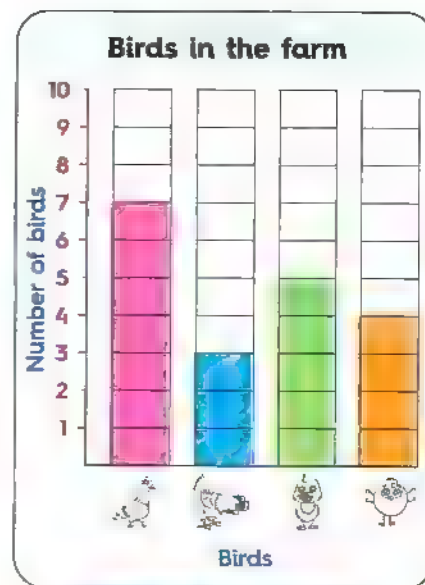
• The number of  = 4

### Notes for parents

- Help your child understand the bar graph, and then ask him/her to tell you what he/she recognized.
- Make sure that your child starts coloring from the bottom.

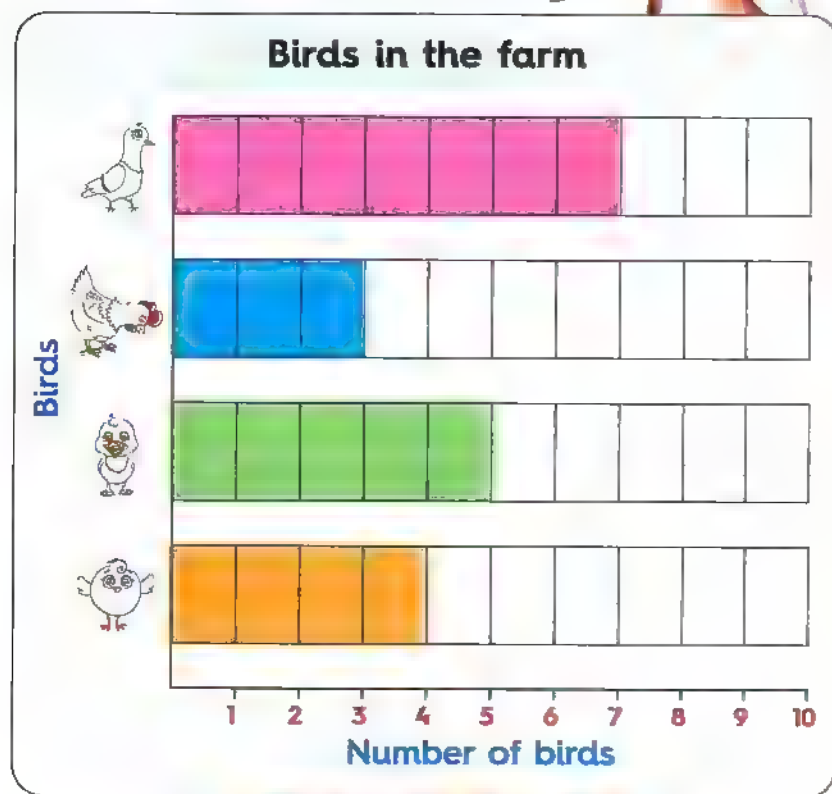
**Horizontal bar graph** is another version of bar graph, the bars are going across the graph instead of up.

*I have converted the same information from the vertical format into horizontal format.*



Vertical bar graph

**Note :**  
The graphs look different but the information is the same in both.



Horizontal bar graph

## **Learn 2** Comparing data using a bar graph

By reading the data, you can compare the data.

**For example:**

**From the previous bar graphs,**

- The number of 🐣 is greater than the number of 🐤
- The bird which has the greatest number in the farm is 🐔
- The bird which has the smallest number in the farm is 🐓

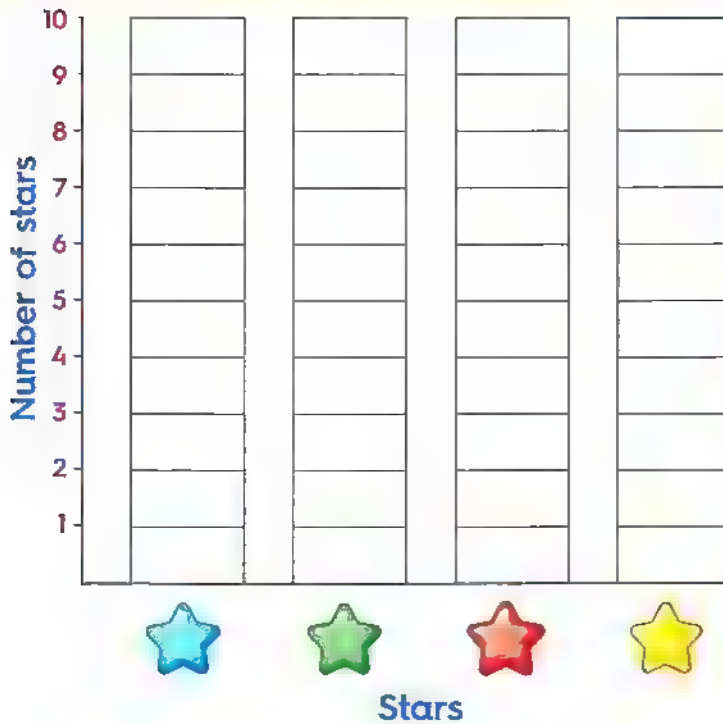
• Help your child know that the two bar graphs are the same. Both versions of the graph have bars of the same quantity.

## Check

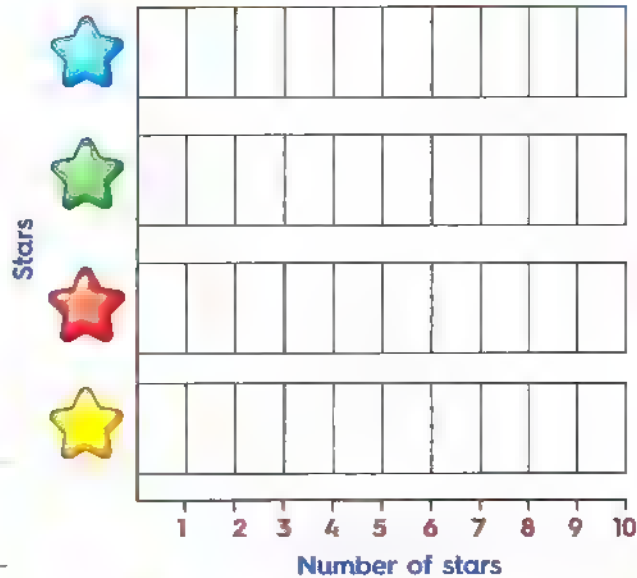


Color one box for each star.

### Stars in the sky



Convert the same information from the vertical bar graph into a horizontal bar graph, then complete.



a. The number of  is \_\_\_\_\_

b. The number of  is \_\_\_\_\_

c. The number of  ☐ The number of  ( > or < )

# Exercise

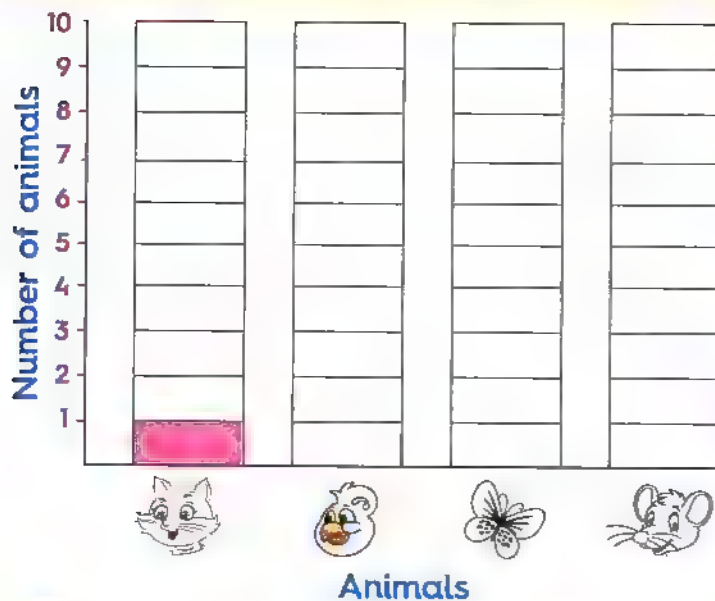
## 1

On Lessons 1 to 3

- Reading data
- Collecting and representing data
- Comparing data

**1** Color one box for each animal. The first one is done for you.

Animals in the garden

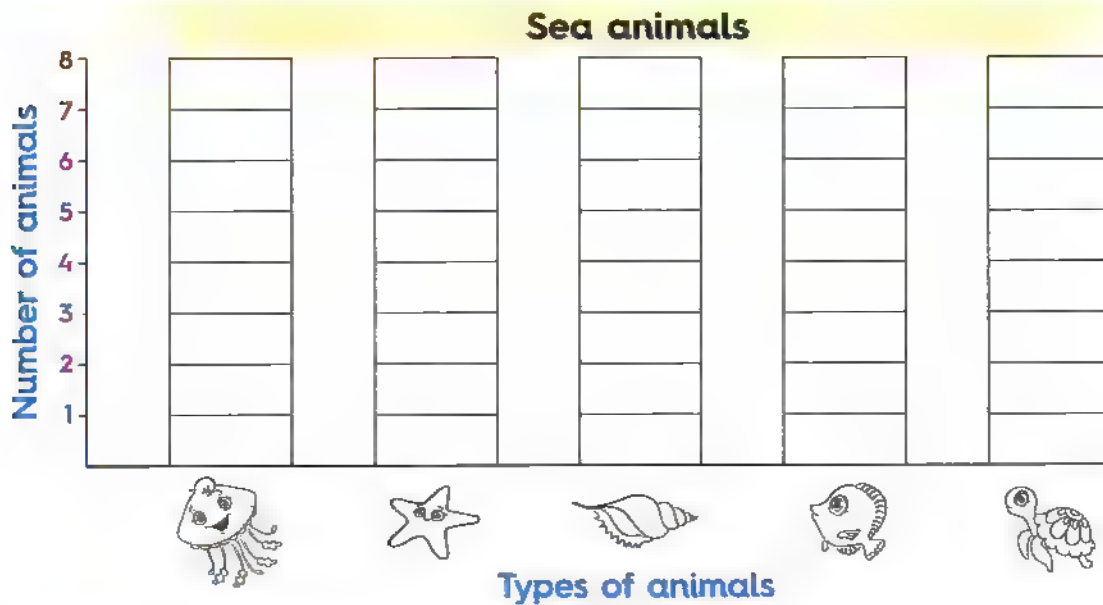
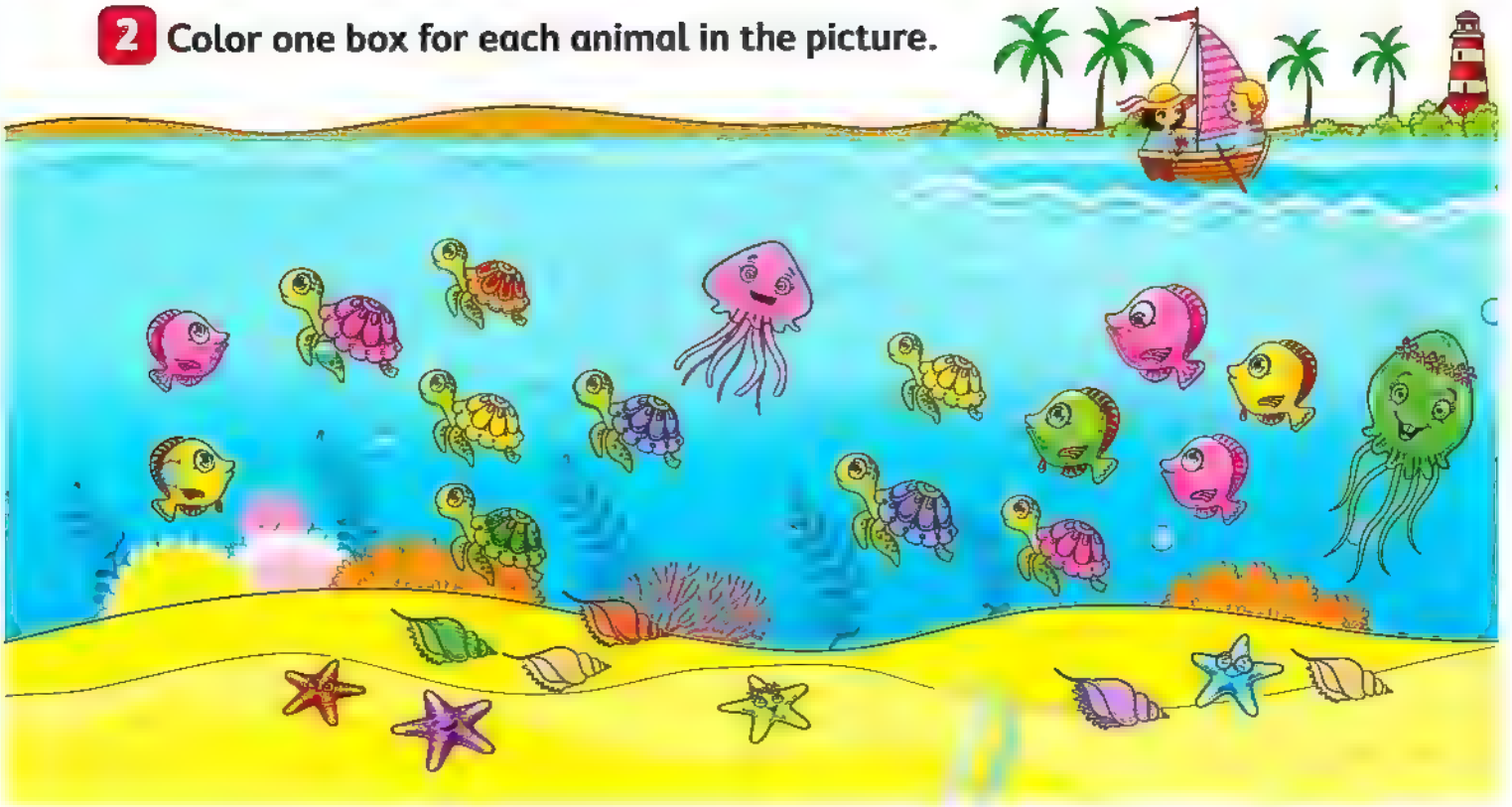


From the bar graph, complete.

- The number of = \_\_\_\_\_
- The number of = \_\_\_\_\_
- The number of = \_\_\_\_\_
- The number of = \_\_\_\_\_



**2** Color one box for each animal in the picture.



From the bar graph, complete.

a. The number of  is \_\_\_\_\_

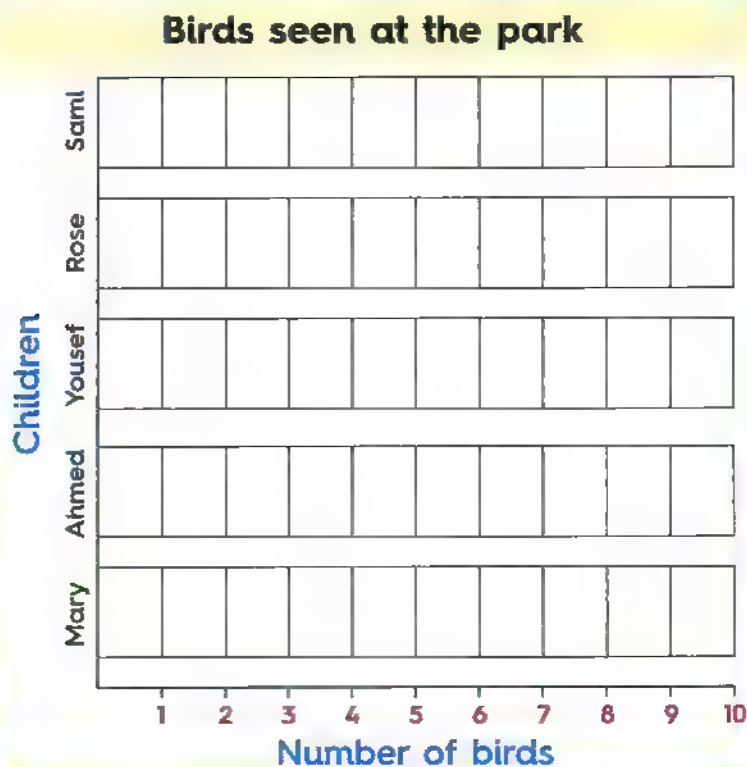
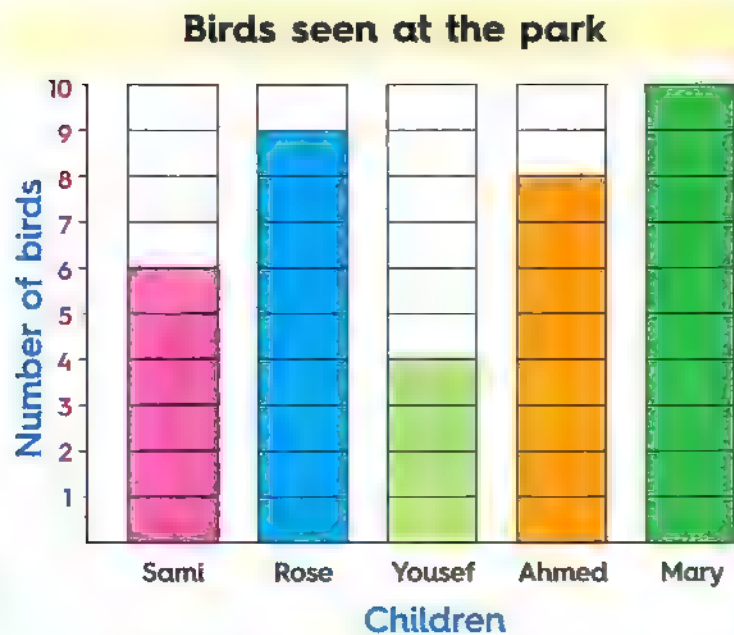
c. The number of  is \_\_\_\_\_

e. The number of  is \_\_\_\_\_

b. The number of  is \_\_\_\_\_

d. The number of  is \_\_\_\_\_

- 3** Convert the same information from the vertical bar graph into a horizontal bar graph.





**4** In **BOTH** pages :



Color one box for each animal or insect.

In the farm	
Types of animals or insects	Cow
	Hen
	Horse
	Rabbit
	Bee
	1 2 3 4 5 6 7 8 9 10
Number of animals or insects	



Use the bar graph. Complete using  $>$ ,  $<$  or  $=$ .

a. Number of bees \_\_\_\_\_  Number of hens

b. Number of rabbits \_\_\_\_\_  Number of cows

c. Number of horses \_\_\_\_\_  Number of bees

d. Number of hens \_\_\_\_\_  Number of rabbits

e. Number of cows \_\_\_\_\_  Number of horses

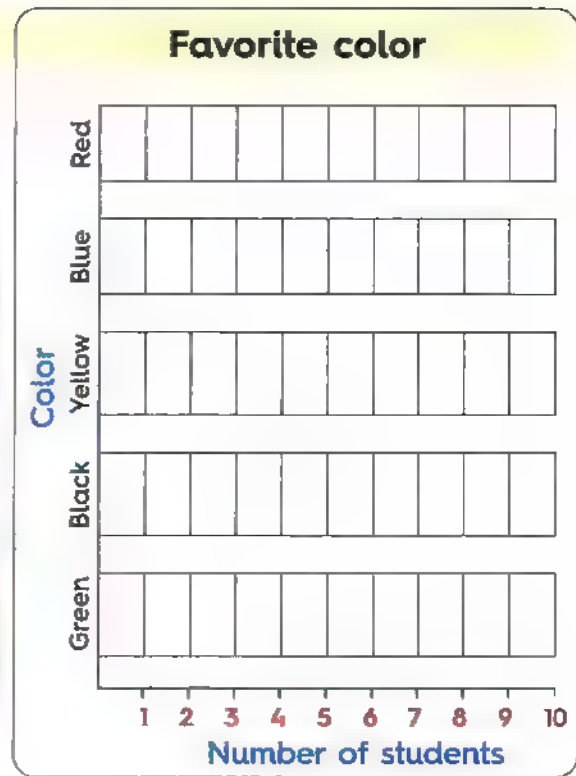
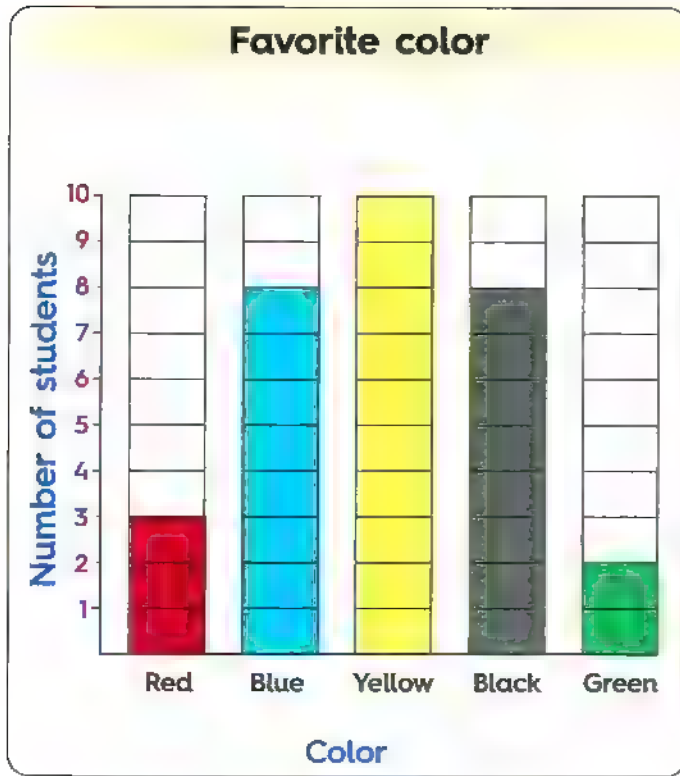
**Remember that**

" $>$ " means greater than  
For example :  $15 > 7$

" $<$ " means less than  
For example :  $5 < 7$

" $=$ " means is equal to  
For example :  $7 = 7$

- 5** Convert the same information from the vertical bar graph into a horizontal bar graph.

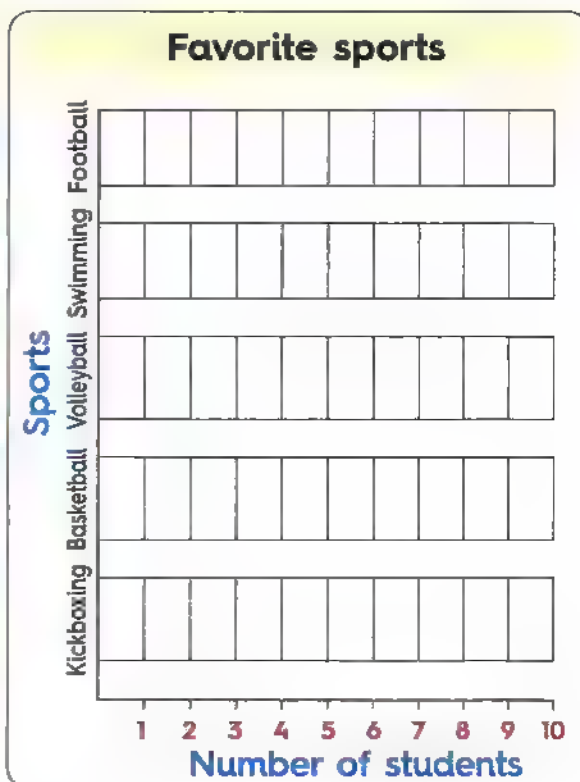
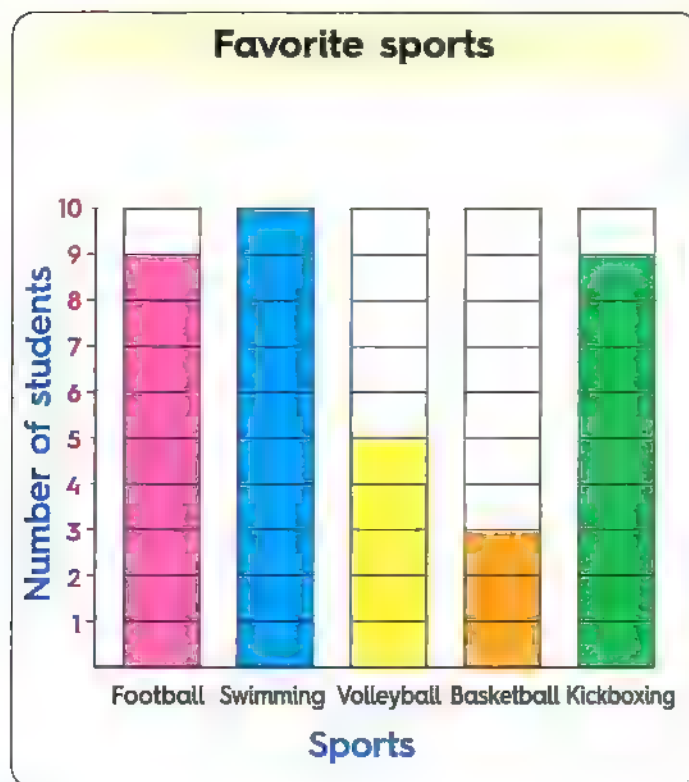


Use the bar graph. Complete using  $>$ ,  $<$  or  $=$ .

- a. Number of students who liked green  Number of students who liked blue
- b. Number of students who liked yellow  Number of students who liked black
- c. Number of students who liked red  Number of students who liked yellow
- d. Number of students who liked blue  Number of students who liked black



- 6** Convert the same information from the vertical bar graph into a horizontal bar graph.



Use the bar graph. Complete using  $>$ ,  $<$  or  $=$ .

- a. Number of students who liked football ☐ Number of students who liked kickboxing
- b. Number of students who liked swimming ☐ Number of students who liked volleyball
- c. Number of students who liked basketball ☐ Number of students who liked football
- d. Number of students who liked football ☐ Number of students who liked swimming



Place  
a smiley  
face

- Representing and interpreting data
- Representing data with a scale of 1



## Learn 1

Representing data from a table with a scale of 1

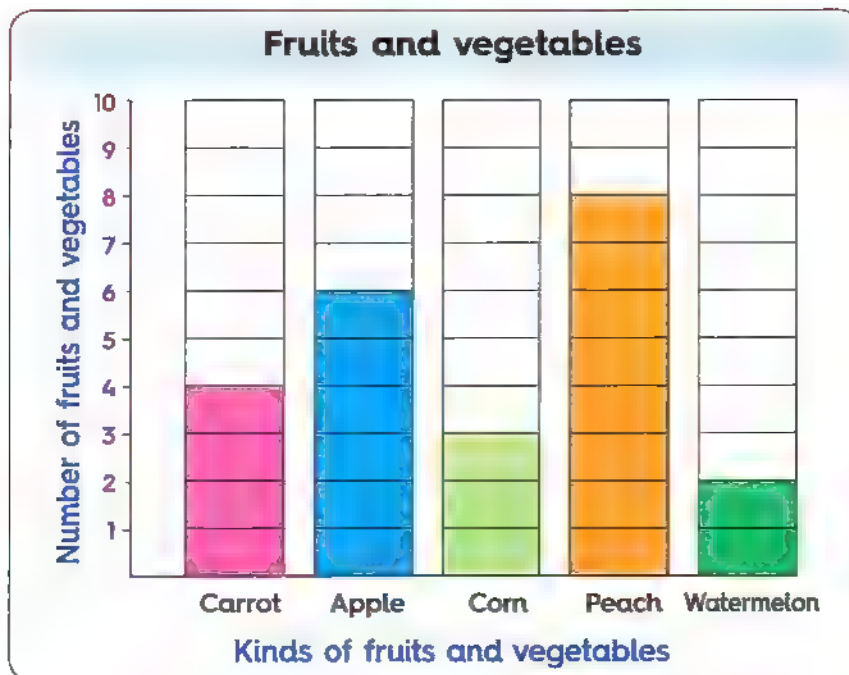
A **bar graph** is a way to represent data visually.

- The following table shows the numbers of fruits and vegetables at the farm stand.

Fruits and vegetables	
Kind	Number
Carrot	4
Apple	6
Corn	3
Peach	8
Watermelon	2



- The following bar graph represents the same data with a scale of 1.



- Ask your child to explain how to convert the table to bar graph.
- Ask him/her to find the most and the least kind of fruits and vegetables in the bar graph.

## Learn 2 Interpreting data

Reading a bar graph gives you information.

Here are some information from the opposite bar graph :

- The subject which liked the least is *science*.
- The subject which liked the most is *Arabic*.
- The number of students who liked math and English is *14*.

Think

You can add to solve a problem.

$$8 + 6 = 14$$

- The number of students who liked more Arabic than science is *7*.

Think

You can subtract to solve a problem.

$$10 - 3 = 7$$

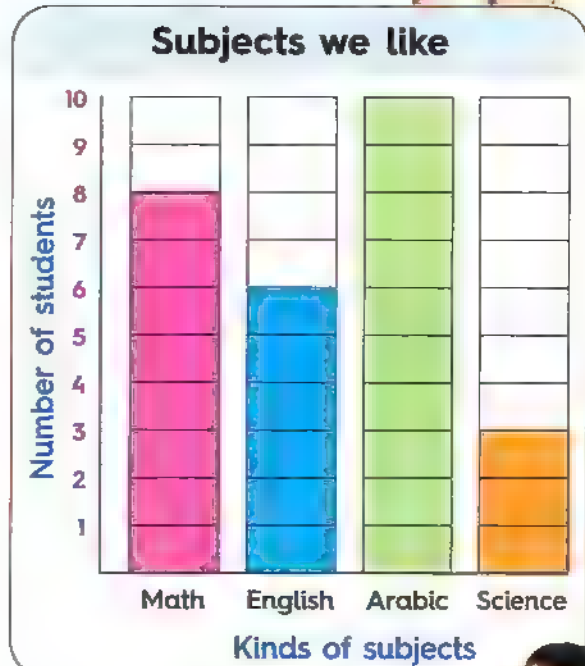
- The number of students who liked math , English and Science is *17*.

Think

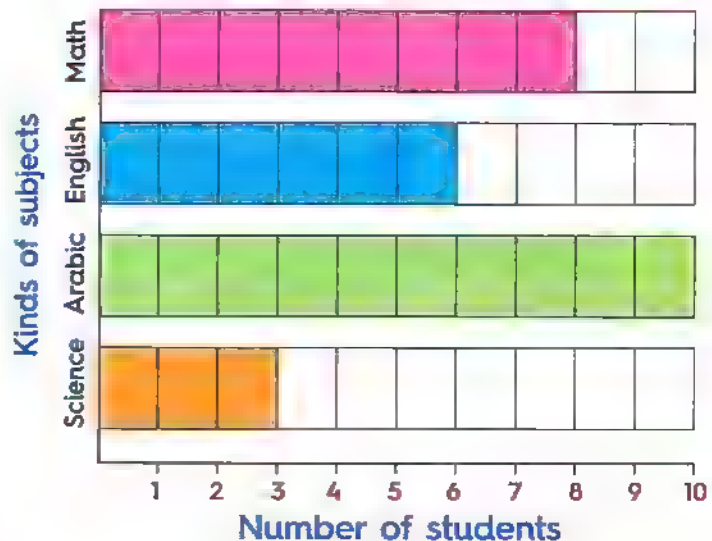
You can add to solve a problem.

$$8 + 6 + 3 = 17$$

You read this bar graph from bottom to top.



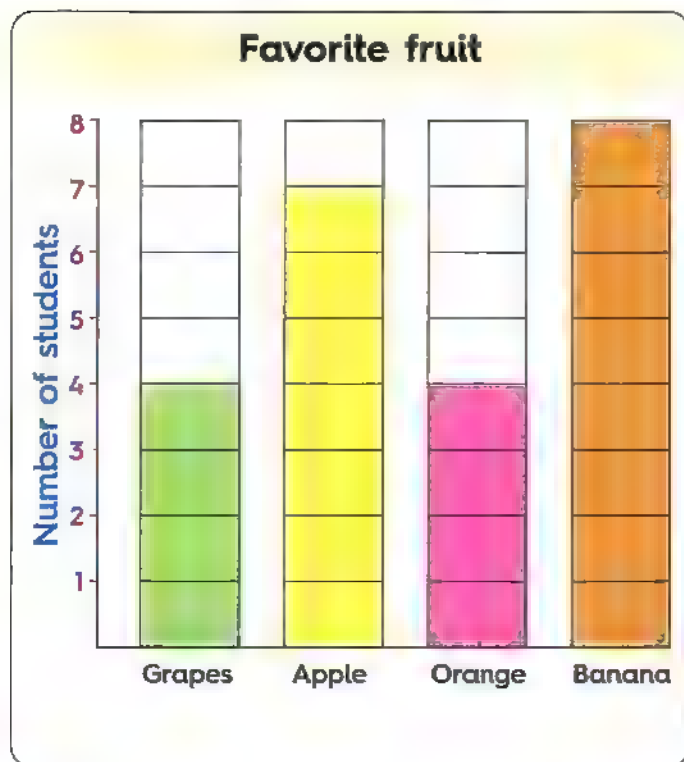
This is another way to represent data visually. You read this bar graph from left to right.



- To find the number of students who liked more Arabic than science, your child may count the rows between Arabic and science, or count up from 3 to 10 or subtract the smaller number 3 from the bigger number 10.

## Check

Use the bar graph to complete the table.



Favorite fruit				
Fruit	Grapes	Apple	Orange	Banana
Number of students				



Answer the following questions.

- How many students liked grapes ? \_\_\_\_\_
- How many students liked apple ? \_\_\_\_\_
- Which fruit is liked the most ? \_\_\_\_\_
- How many students in all liked apple and orange ? \_\_\_\_\_
- How many students in all liked grapes and banana ? \_\_\_\_\_
- How many students liked banana more than grapes ? \_\_\_\_\_
- How many students in all liked orange and grapes ? \_\_\_\_\_
- How many students liked apple more than orange ? \_\_\_\_\_

- Help your child describe the information in the bar graph and answer the questions about data.
- Let your child decide the operation of addition or subtraction in this page to answer the questions

## Exercise

# 2

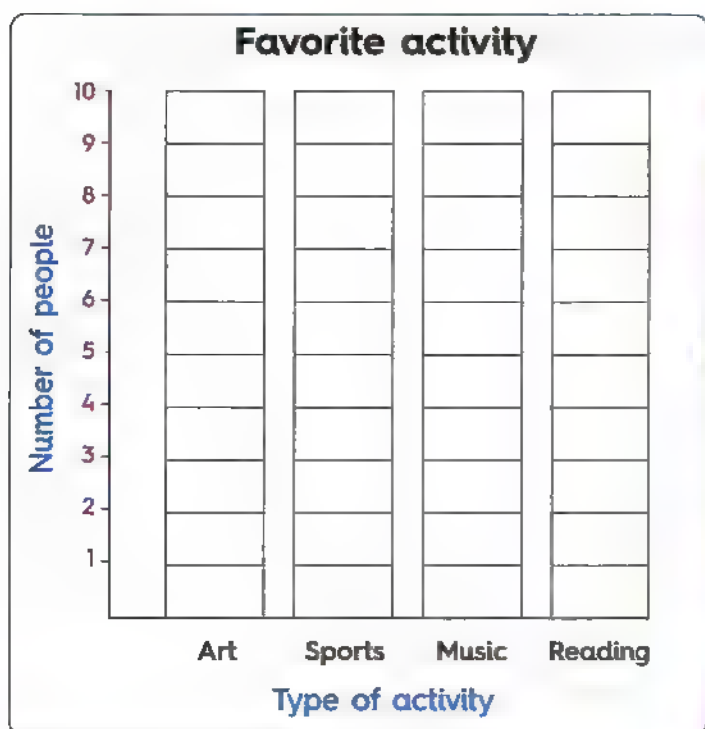
On Lessons 4 & 5

- Representing and interpreting data
- Representing data with a scale of 1

From the school book

**1** Read the table. Shade in the graph to show the same data.

Favorite activity				
Type	Art	Sports	Music	Reading
Number	4	7	5	10



Use the graph to answer the questions.

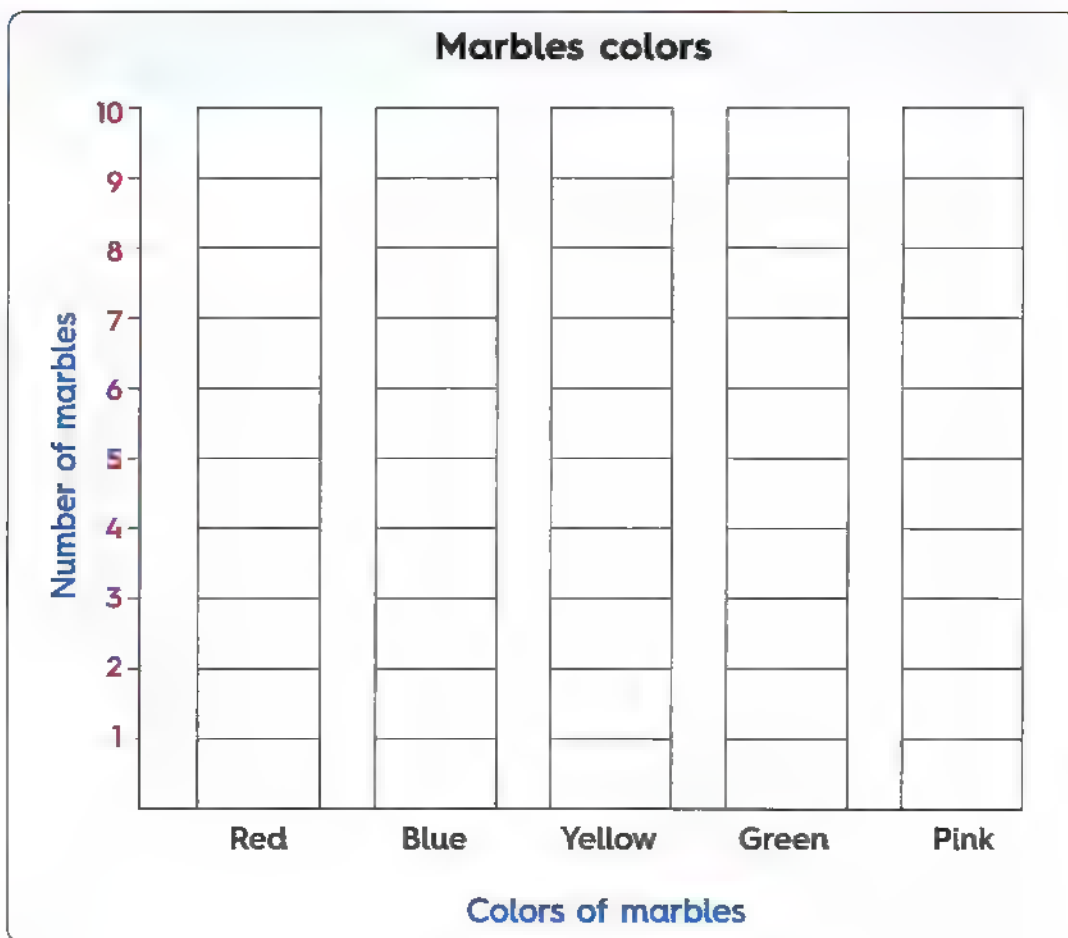
- Which activity is the most favorite ? \_\_\_\_\_
- Which activity is the fewest favorite ? \_\_\_\_\_
- How many students in all liked art and music ? \_\_\_\_\_
- How many students in all liked sports and reading ? \_\_\_\_\_
- How many students liked sports more than music ? \_\_\_\_\_
- How many students in all liked sports and music ? \_\_\_\_\_

**2** Look at the picture, then complete the table.

Marbles colors	
Color	Number
Red	_____
Blue	_____
Yellow	_____
Green	_____
Pink	_____



From the table color the bar graph.





Use the previous bar graph to complete the sentences from a to d.

a. The color of the most marbles is \_\_\_\_\_

b. The color of the least marbles is \_\_\_\_\_

c. The number of yellow marbles is \_\_\_\_\_

d. The number of pink marbles is \_\_\_\_\_



Use the previous bar graph to answer the questions from e to k.

e. How many red and yellow marbles are there ? \_\_\_\_\_

f. How many blue and green marbles are there ? \_\_\_\_\_

g. How many pink and red marbles are there ? \_\_\_\_\_

h. How many blue marbles more than green marbles ? \_\_\_\_\_

i. How many red marbles more than yellow marbles ? \_\_\_\_\_

j. How many pink marbles more than red marbles ? \_\_\_\_\_

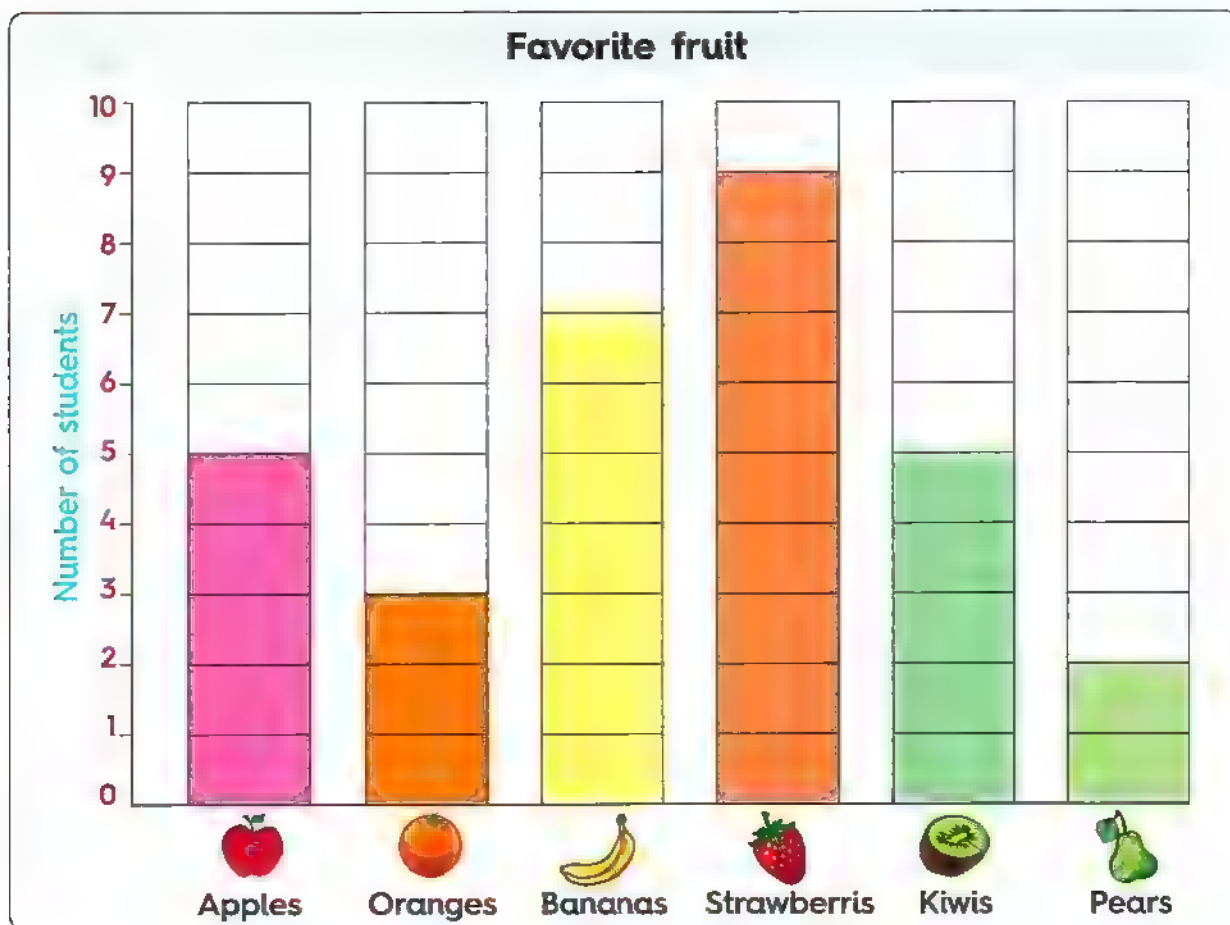
k. List the marbles color data from the least to the greatest.

\_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_

3



Look at the Favorite fruit graph and then answer questions about the data.



a. How many more people liked strawberries than pears ? \_\_\_\_\_

b. How many people all together liked kiwis, apples, and oranges ? \_\_\_\_\_

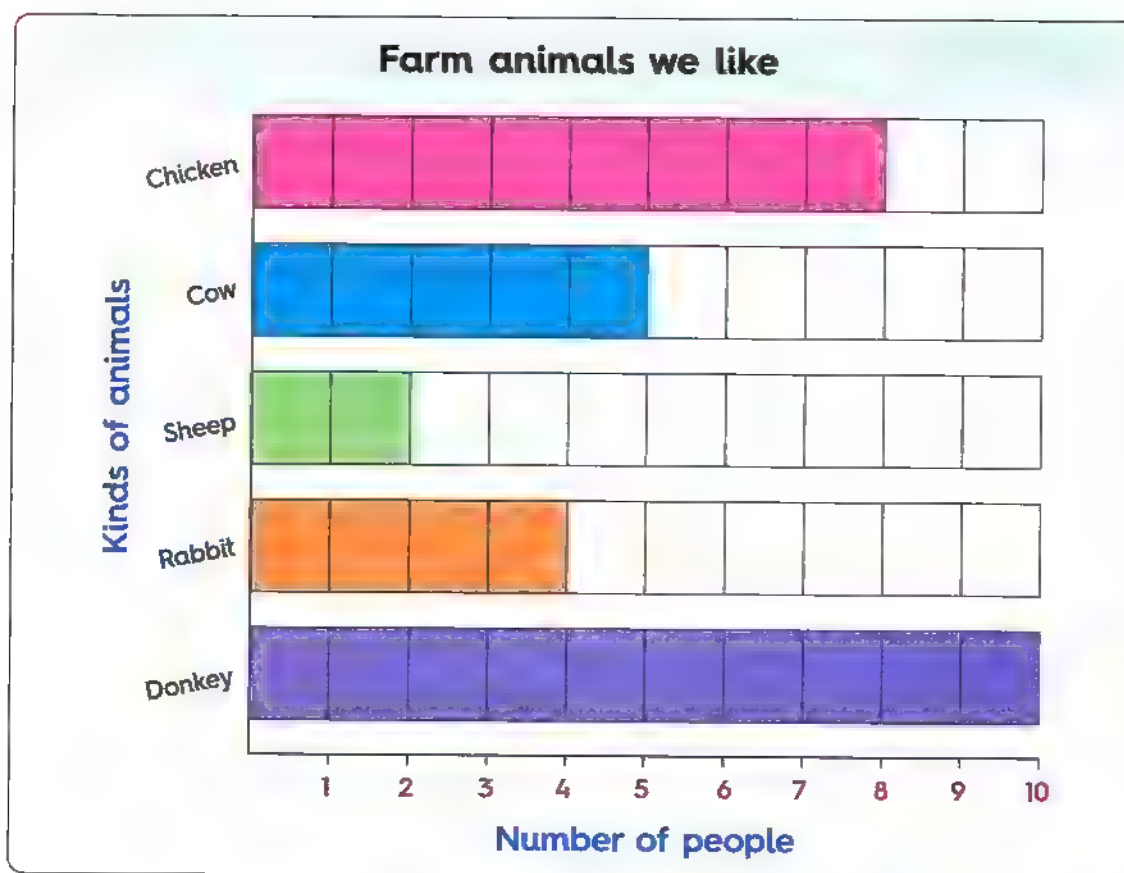
c. How many more people liked strawberries than oranges ? \_\_\_\_\_

d. How many people in all liked apples, bananas, and pears ? \_\_\_\_\_

e. How many people in total shared which fruit they liked best ? \_\_\_\_\_



**4** Use the following bar graph to answer the questions.



a. Which animal is liked the most ? \_\_\_\_\_

b. Which animal is liked the least ? \_\_\_\_\_

c. How many people in total liked cows and sheep ? \_\_\_\_\_

d. How many people in total liked chicken and rabbits ? \_\_\_\_\_

e. How many more people liked chicken than rabbits ? \_\_\_\_\_

f. How many more people liked donkey than cows ? \_\_\_\_\_

g. How many people in all liked cows, rabbits and donkeys ? \_\_\_\_\_

h. How many people in all liked chicken, sheep and cows ? \_\_\_\_\_



Place  
a smiley  
face

- Representing data with a scale of 2
- Representing data with a scale of 10
- Bar graph



## Pre-study

### Skip counting by 2s

Start on **2** on the chart. Count forward by **2s**.

**2**, **4**, **6**, **8**, **10**, **12**, ...

You skipped 3, 5, 7, 9, 11, ...

### Practice:

- Start on 6. Skip count by 2s.  
Write the numbers

,  ,  ,  ,   
 ,  ,  ,  ,

Skip counting by 2s will help you when working with a bar graph of a scale of 2.



91	92	93	94	95	96	97	98	99	100
81	82	83	84	85	86	87	88	89	90
71	72	73	74	75	76	77	78	79	80
61	62	63	64	65	66	67	68	69	70
51	52	53	54	55	56	57	58	59	60
41	42	43	44	45	46	47	48	49	50
31	32	33	34	35	36	37	38	39	40
21	22	23	24	25	26	27	28	29	30
11	12	13	14	15	16	17	18	19	20
1	2	3	4	5	6	7	8	9	10

### Skip counting by 10s

Start on **10** on the chart. Count forward by **10s**.

**10**, **20**, **30**, **40**, **50**, **60**, ...

You simply move down one row each time.

### Practice:

- Start on 4. Skip count by 10s.  
Write the numbers

,  ,  ,  ,   
 ,  ,  ,  ,

Skip counting by 10s will help you when working with a bar graph of a scale of 10.



91	92	93	94	95	96	97	98	99	100
81	82	83	84	85	86	87	88	89	90
71	72	73	74	75	76	77	78	79	80
61	62	63	64	65	66	67	68	69	70
51	52	53	54	55	56	57	58	59	60
41	42	43	44	45	46	47	48	49	50
31	32	33	34	35	36	37	38	39	40
21	22	23	24	25	26	27	28	29	30
11	12	13	14	15	16	17	18	19	20
1	2	3	4	5	6	7	8	9	10



## Learn 1

### Representing data with a scale of 2

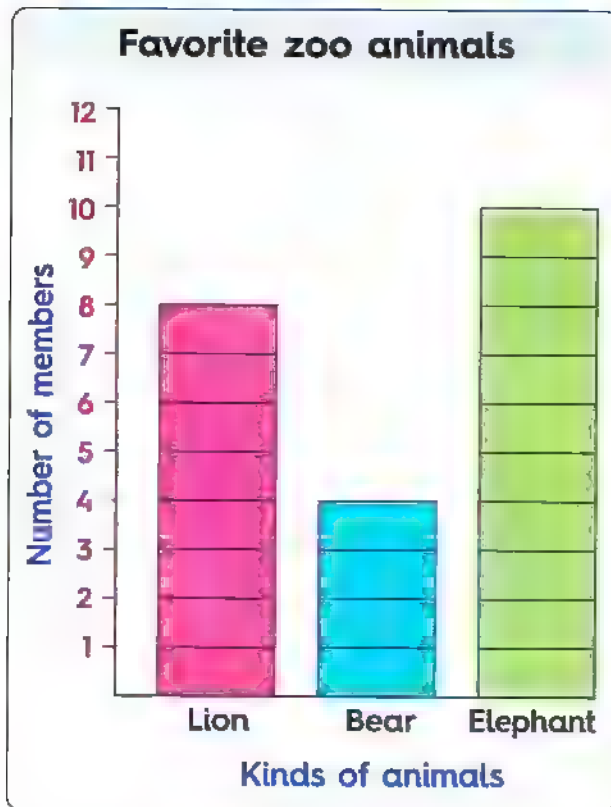
You can use any scale for a bar graph. Here are two bar graphs that show the same data with different scales.



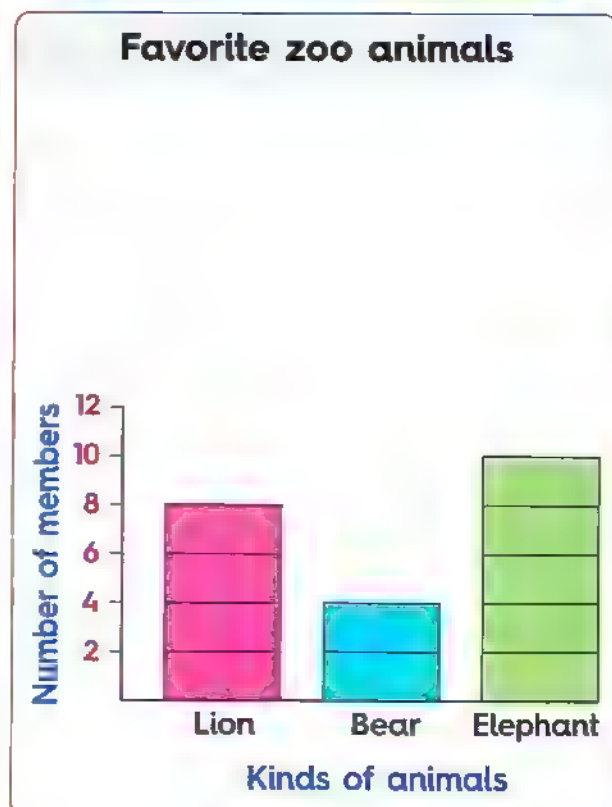
Each box in the bar graph of scale 1 represents 1 member.

Each box in the bar graph of scale 2 represents 2 members.

Mark uses a scale of 1



Sarah uses a scale of 2



- Which animal is liked the least? Bear
- Which animal is liked the most? Elephant
- How many people liked lion and bear?  $8 + 4 = 12$
- How many people liked elephant more than bear?  $10 - 4 = 6$



- Train your child to skip counting by 2s.
- Tell your child that two boxes of bar graph with a scale of 1 equals 5 one box of bar graph with a scale of 2.



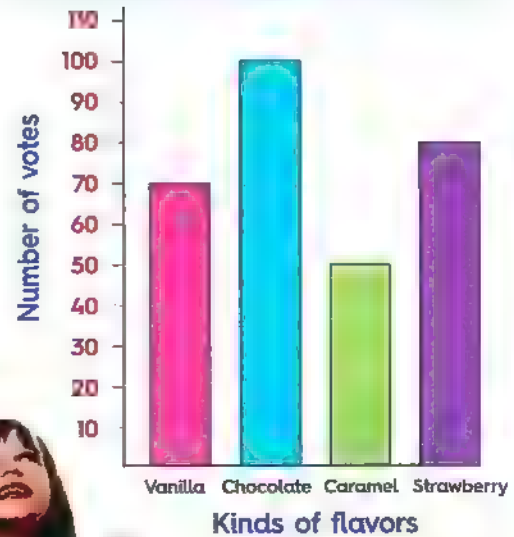
## Learn 2 Representing data with a scale of 10

The following table is a voted table of 300 people for their favorite ice cream flavor.

Favorite ice cream flavor	
Flavor	Number
Vanilla	70
Chocolate	100
Caramel	50
Strawberry	80

The data on the table is represented on bar graph with a scale of 10 because the number of people is big.

Favorite ice cream flavor



- Which ice cream flavor is liked the least ? Caramel
- Which ice cream flavor is liked the most ? Chocolate
- How many votes in all liked vanilla and chocolate ?  $70 + 100 = 170$
- How many more votes liked strawberry than vanilla ?  $80 - 70 = 10$



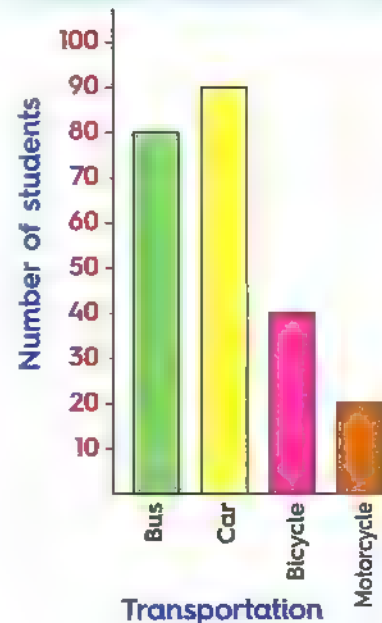
### Check



Use the bar graph to answer the questions.

- How many students liked car best ? \_\_\_\_\_
- How many students liked bicycle best ? \_\_\_\_\_
- Which transportation is liked the most ? \_\_\_\_\_
- Which transportation is liked the least ? \_\_\_\_\_
- How many students liked bus and car ? \_\_\_\_\_
- How many more students liked bicycle than motorcycle ? \_\_\_\_\_
- How many students liked bus, bicycle and car ? \_\_\_\_\_

Favorite transportation



#### Notes for parents

- Train your child to skip counting by 10s.
- Ask your child why might we need to count by 10s instead of 1s when making a graph.
- Help your child solve the problems using the numbers chart.

## Exercise

# 3

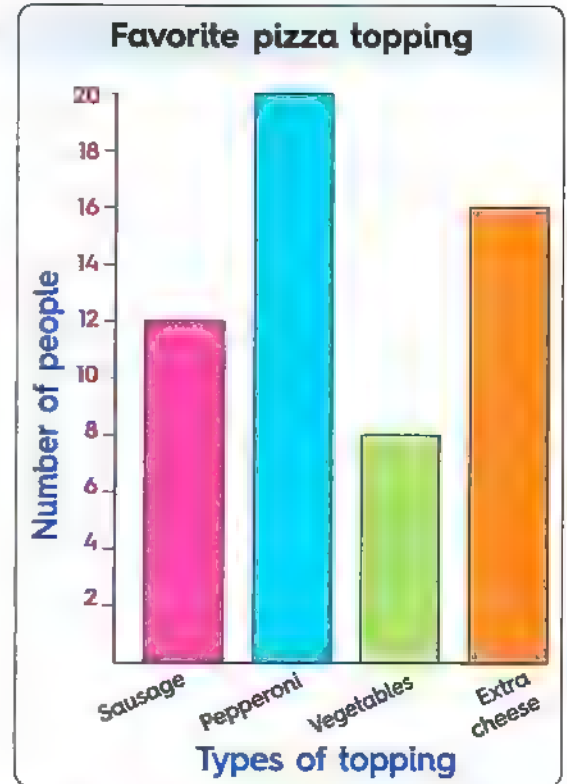
Our Lessons & Test

- Representing data with a scale of 2
- Representing data with a scale of 10
- Bar graph

From the school book

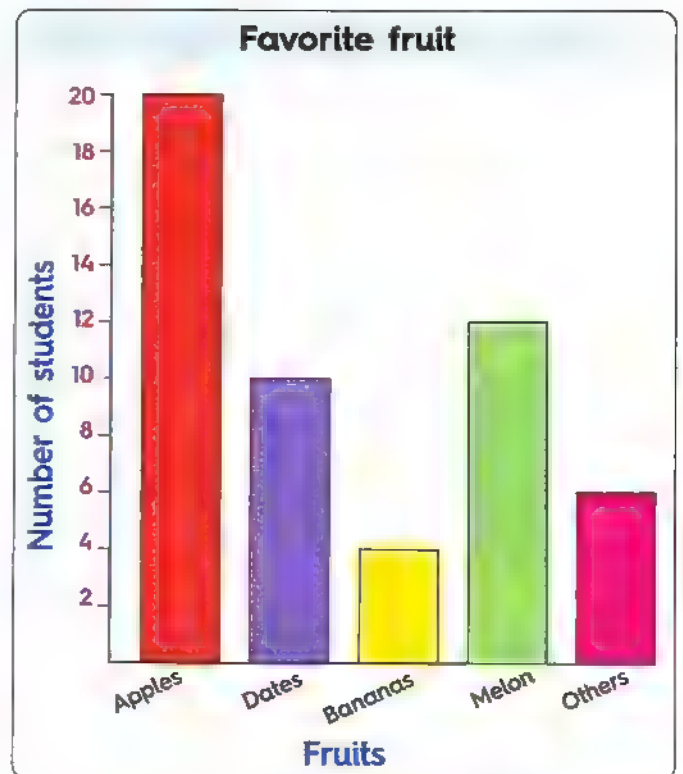
**1** Use the bar graph to answer the questions.

- How many people liked sausage best ? \_\_\_\_\_
- How many people liked extra cheese best ? \_\_\_\_\_
- Which pizza topping is liked the least ? \_\_\_\_\_
- Which pizza topping is liked the most ? \_\_\_\_\_
- How many people in all liked sausage and vegetables pizza ? \_\_\_\_\_
- How many more people liked pepperoni than extra cheese ? \_\_\_\_\_



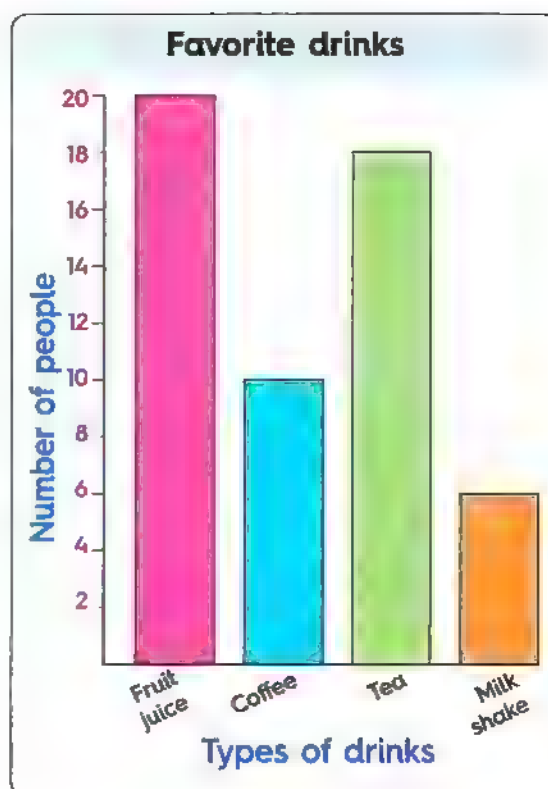
**2** Look at the favorite fruit graph and the answer questions about the data.

- How many students liked apples best ? \_\_\_\_\_
- How many students liked dates best ? \_\_\_\_\_
- Which fruit is liked the least ? \_\_\_\_\_
- Which two fruits did people like the best ? \_\_\_\_\_
- How many people liked some other kind of fruit that was not listed ? \_\_\_\_\_
- How many more students liked apples than dates ? \_\_\_\_\_



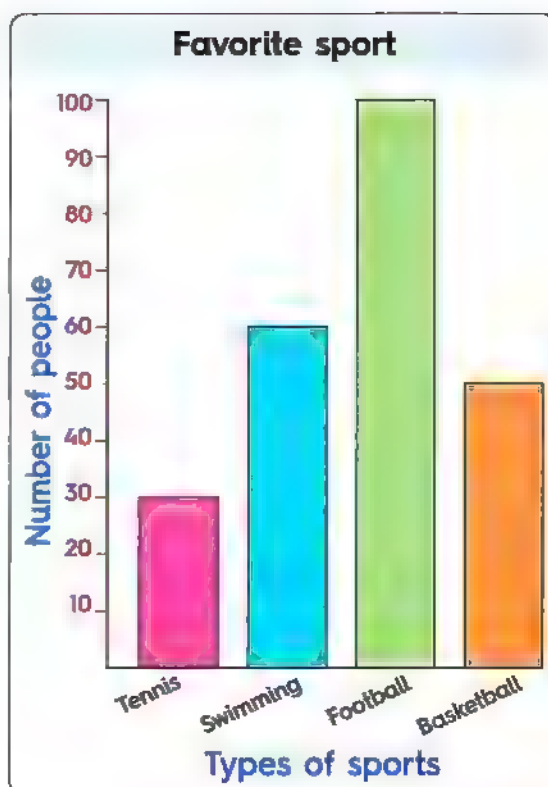
**3** Use the bar graph to answer the questions.


- How many people liked fruit juice best ? \_\_\_\_\_
- How many people liked tea best ? \_\_\_\_\_
- Which drink is liked the least ? \_\_\_\_\_
- Which drink is liked the most ? \_\_\_\_\_
- How many people in all liked tea and milk shake ? \_\_\_\_\_
- How many more people liked fruit juice than coffee ? \_\_\_\_\_

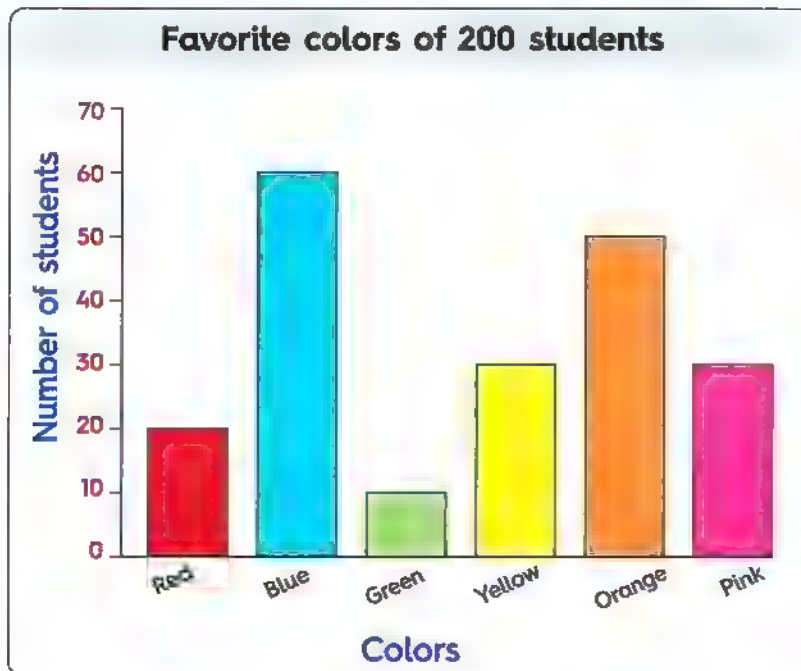


**4** Use the bar graph to answer the questions.

- How many people liked basketball best ? \_\_\_\_\_
- How many people liked swimming best ? \_\_\_\_\_
- Which sport is liked the least ? \_\_\_\_\_
- Which sport is liked the most ? \_\_\_\_\_
- How many people in all liked football and swimming ? \_\_\_\_\_
- How many more people liked basketball than tennis ? \_\_\_\_\_



- 5**  Look at the favorite colors graph and then answer questions about the data.

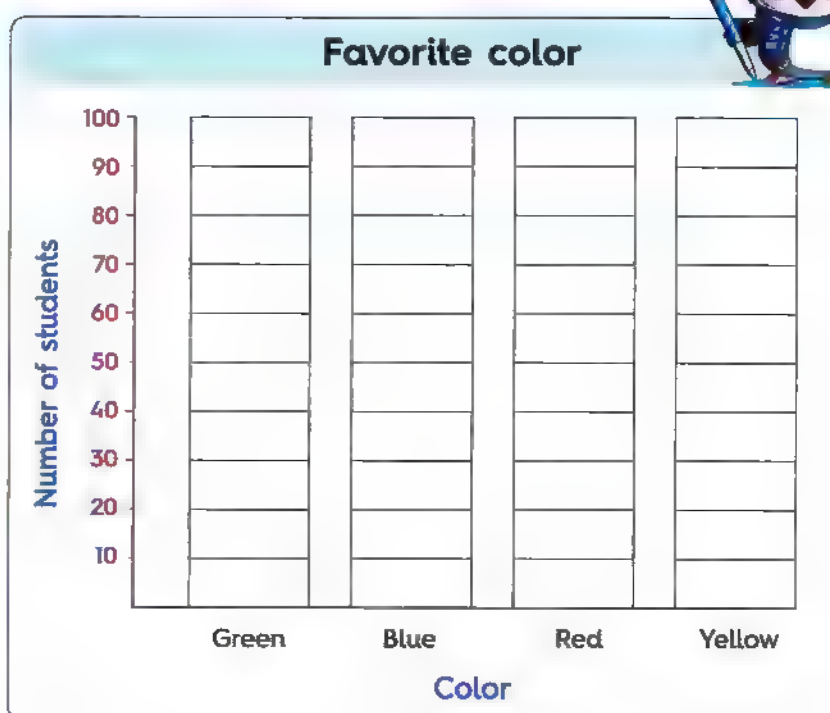


- How many people liked red best ? \_\_\_\_\_
- How many people liked blue best ? \_\_\_\_\_
- How many people liked green best ? \_\_\_\_\_
- How many people liked yellow best ? \_\_\_\_\_
- How many people liked orange best ? \_\_\_\_\_
- How many people liked pink best ? \_\_\_\_\_
- How many people liked pink and blue (pink + blue) ? \_\_\_\_\_
- How many more people liked yellow than green (yellow – green) ? \_\_\_\_\_
- How many people liked red and blue (red + blue) ? \_\_\_\_\_
- How many more people liked blue than orange (blue – orange) ? \_\_\_\_\_

**6** Use the following table to color the bar graph.



Favorite color	
Favorite color	Number of students
Green	70
Blue	50
Red	90
Yellow	70



Use the bar graph :

**1.** Write (✓) to the correct statement and (X) to the incorrect statement.

- The number of students who liked blue is 40. ( )
- The number of students who liked red and yellow is 160. ( )
- The difference between the number of students who liked green and yellow is 140. ( )

**2.** Complete using  $>$  ,  $<$  or  $=$ .

- The number of students who liked blue ☐ The number of students who liked red
- The number of students who liked green ☐ The number of students who liked yellow
- The number of students who liked green ☐ The number of students who liked blue
- The number of students who liked yellow ☐ The number of students who liked red



# Lesson 9 & 10

- Pictograph
- Graph elements

## Learn 1 Pictograph

A **pictograph** is another way to show data.


























A pictograph uses pictures to tell how many.

Here are two pictographs that show the same data with different keys.

The key tells each  represents 1 vote.














The key tells each  represents 2 votes.

### Amir's way

Favorite art materials	
Painter	   
Marker	       
Clay	    
Crayons	     
Colored pencils	 

Key  = 1 vote

### Magy's way

Favorite art materials	
Painter	 
Marker	   
Clay	  
Crayons	  
Colored pencils	

Key  = 2 votes  
 = 1 vote

### From the pictograph :

- The number of students who liked marker is 8
- The number of students who liked clay is 5
- The number of students who liked painter and colored pencils is  $4 + 2 = 6$
- How many more students liked marker than crayons ?  $8 - 6 = 2$

#### Notes for parents

- Make sure that your child understand that the key tells how many each picture stands for.



## Learn 2 Pictograph and bar graph

We can represent the data of the pictograph in a bar graph.

*I converted the data on pictograph into bar graph and I preferred the bar graph with a scale of 2 to match the key of pictograph.*

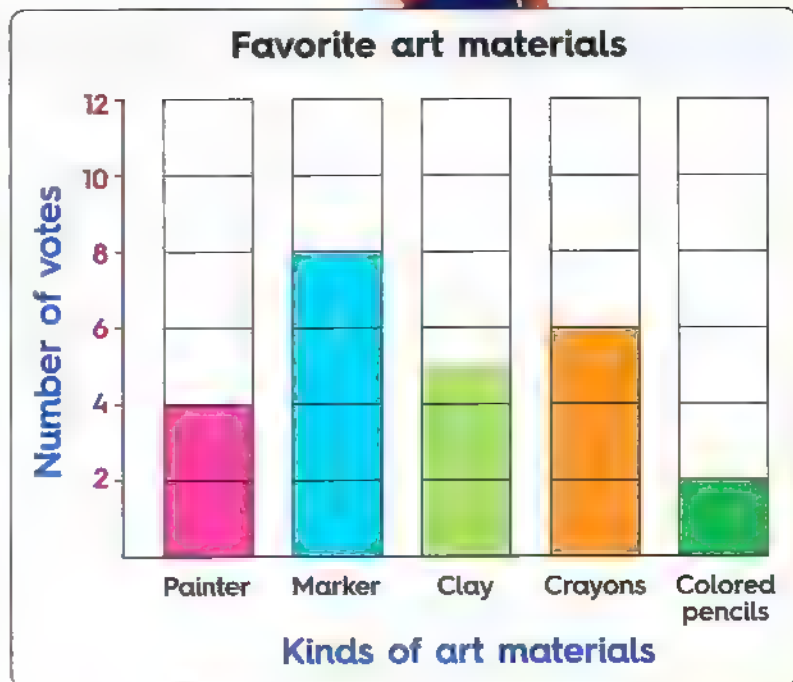


Favorite art materials	
Painter	😊😊
Marker	😊😊😊😊
Clay	😊😊😊
Crayons	😊😊😊
Colored pencils	😊

Key

😊 = 2 votes

😊 = 1 vote



### Note :

In the above pictograph, the clay category shows 5 votes and to represent it on a bar graph with a scale of 2, you should stop halfway between 4 and 6.



### From the graphs :

- The number of students who liked painter is 4
- The number of students who liked crayons is 6
- The number of students who liked marker and crayons is  $8 + 6 = 14$
- How many more students liked clay more than colored pencils ?  $5 - 2 = 3$



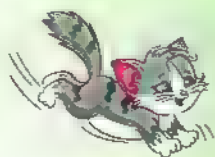
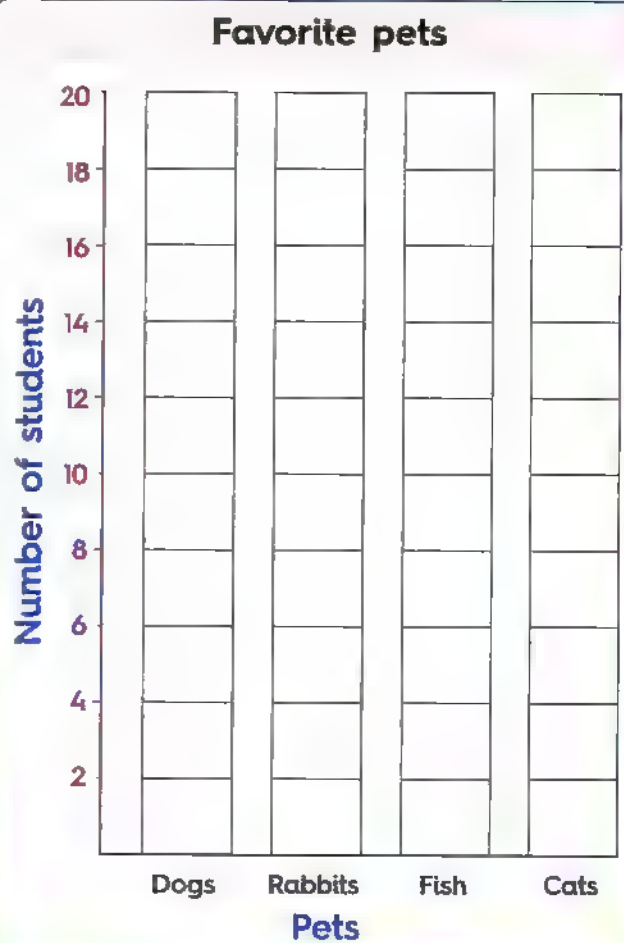
Use the pictograph to color the bar graph.

Favorite pets	
Dogs	
Rabbits	
Fish	
Cats	

key



= 2 votes



**Answer the questions :**

- How many students liked fish ? \_\_\_\_\_
- How many students liked dogs ? \_\_\_\_\_
- How many students in all liked rabbits and cats ? \_\_\_\_\_
- How many more students liked rabbits more then fish ? \_\_\_\_\_
- Which pet is liked the most ? \_\_\_\_\_
- Which pet is liked the least ? \_\_\_\_\_



• Help your child make the bar graph and make sure that your child stands halfway between 2 numbers when he/she represents any odd number.

## Exercise































# 4

On Lessons 9 & 10


- Pictograph
- Graph elements

From the school book

**1** Use the key in pictograph to write the numbers in the table.

































Favorite lunch	
Soup	      
Salad	  
Pizza	        
Spaghetti	    
Sandwich	     

Favorite lunch	
Food	Number
Soup	
Salad	
Pizza	
Spaghetti	
Sandwich	



**key**  = 1 student



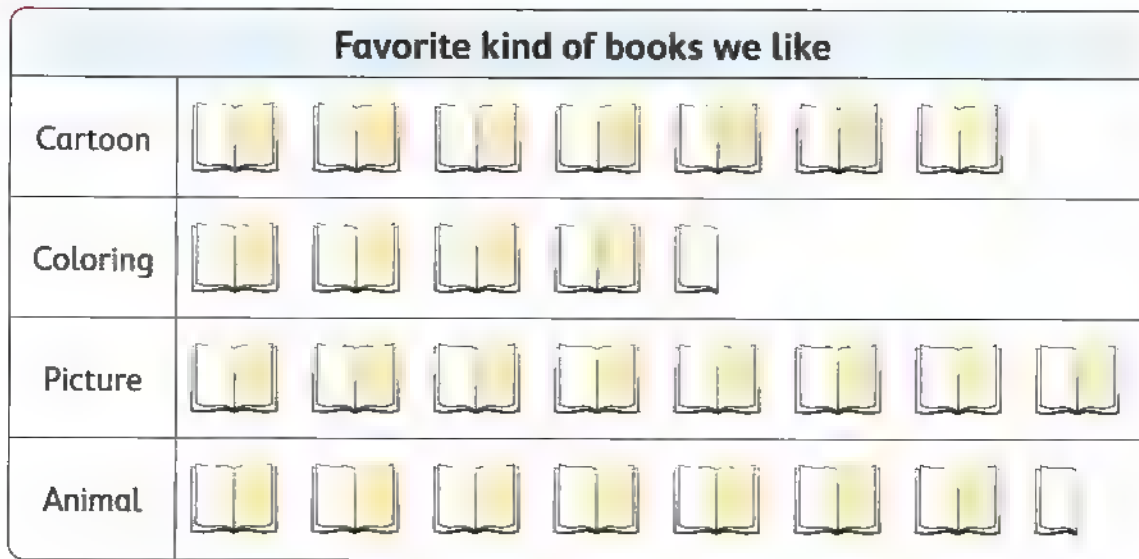
**2** Use the key in pictograph to write the numbers in the table.

Favorite juice	
Grapes	      
Orange	        
Strawberry	    
Mango	   
Pineapple	      


Favorite juice	
Flavor	Number
Grapes	
Orange	
Strawberry	
Mango	
Pineapple	


**key**  = 2 students  
 = 1 student

**3** Use the pictograph and its key to answer the questions.



**Key**


= 2 students


= 1 student

- a. How many students liked cartoon books best ? \_\_\_\_\_
- b. How many students liked coloring books best ? \_\_\_\_\_
- c. How many students liked picture books best ? \_\_\_\_\_
- d. How many students liked animal books best ? \_\_\_\_\_
- e. Which kind of books is liked the most ? \_\_\_\_\_
- f. Which kind of books is liked the least ? \_\_\_\_\_
- g. How many more students liked cartoon books than coloring books ? \_\_\_\_\_
- h. How many students in all liked picture books and animal books ? \_\_\_\_\_



4



Look at the pick a flower picograph and then answer the question below.

Pick a Flower	
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	

a. How many flowers were picked on Monday ? \_\_\_\_\_

Key



= 1 flower



= 2 flowers

b. How many flowers were picked on Thursday ? \_\_\_\_\_

c. Did any two days have the same number of flowers picked ? \_\_\_\_\_

d. How many flowers were picked on Monday and Tuesday ? \_\_\_\_\_

e. Which day had the least number of flowers picked ? \_\_\_\_\_




















f. Which day had the most number of flowers picked ? \_\_\_\_\_

g. How many more flowers were picked on Thursday than Wednesday ? \_\_\_\_\_


h. How many flowers were picked on Monday, Tuesday, and Wednesday ? \_\_\_\_\_




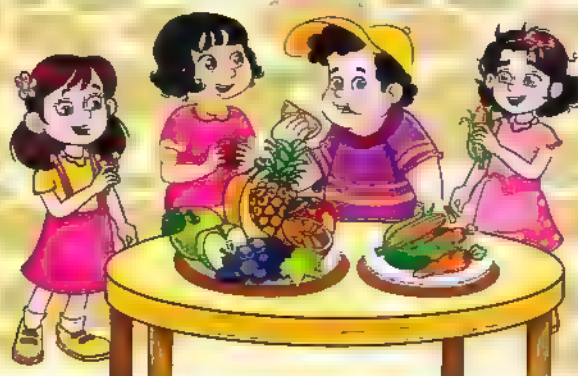
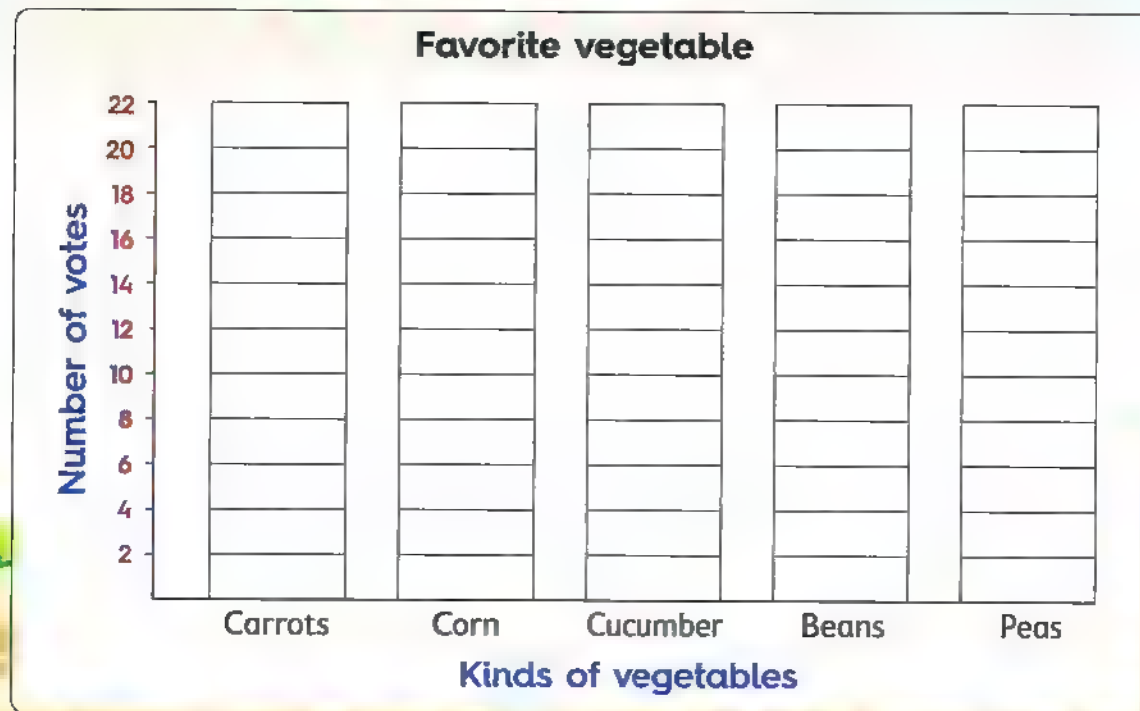
**5** Convert the same information from the pictograph into a bar graph.

Favorite vegetable	
Carrots	     
Corn	  
Cucumber	   
Beans	 
Peas	    

**Key**

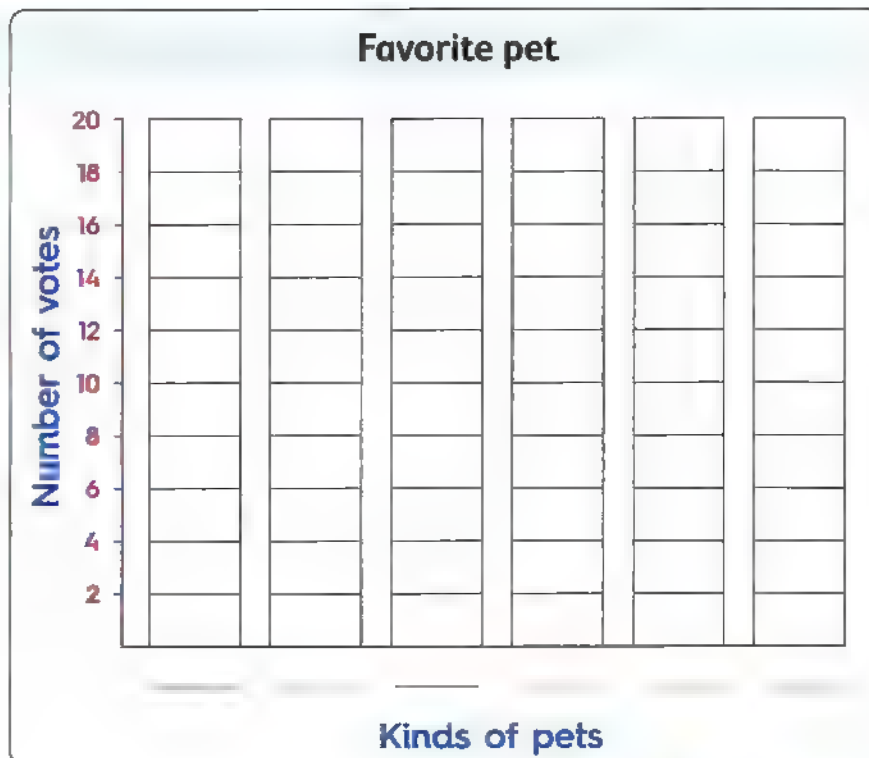
 = 2 votes



 = 1 vote



**6** Convert the same information from the pictograph into a bar graph, then answer the questions.

Favorite pet	
Fish	
Cats	
Dogs	
Turtles	
Birds	
Hamsters	



<b>Key</b>	 = 2 votes
	 = 1 vote



**1.** Use the bar graph to complete using  $>$  ,  $=$  or  $<$ .

- |  |   |
|--|---|
| a. Number of students who liked cats     | <input type="radio"/> Number of students who liked turtles  |
| b. Number of students who liked fish     | <input type="radio"/> Number of students who liked birds    |
| c. Number of students who liked hamsters | <input type="radio"/> Number of students who liked dogs     |
| d. Number of students who liked dogs     | <input type="radio"/> Number of students who liked birds    |
| e. Number of students who liked turtles  | <input type="radio"/> Number of students who liked hamsters |
| f. Number of students who liked fish     | <input type="radio"/> Number of students who liked cats     |



**2. Use the bar graph to answer the questions.**

- a. How many students liked cats ? \_\_\_\_\_
- b. How many students liked turtles ? \_\_\_\_\_
- c. How many students liked fish and hamsters ? \_\_\_\_\_
- d. How many students liked dogs and birds ? \_\_\_\_\_
- e. How many more students liked cats than fish ? \_\_\_\_\_
- f. How many more students liked dogs than turtles ? \_\_\_\_\_
- g. How many students liked turtles, birds and hamsters altogether ? \_\_\_\_\_

**3. Use the bar graph to write (✓) to the correct statement or (X) to the incorrect statement.**

- a. The number of students who liked dogs is 9. (      )
- b. The number of students who liked cats and dogs altogether is 34. (      )
- c. The number of students who liked fish is more than the number of students who liked birds by 1. (      )



Place  
a smiley  
face

2

# CHAPTER





## Outcomes of chapter two :

At the end of chapter two , your child will be able to:

### ► Lessons 1 & 2 :

- Participate in calendar math activities.
- Apply the mental math strategy of adding doubles.
- Apply the mental math strategy of counting on from the bigger number to add.
- Apply the mental math strategy of counting on from the smaller number to subtract.
- Solve addition and subtraction problems.

### ► Lessons 3 & 4 :

- Participate in calendar math activities.
- Solve addition and subtraction problems.
- Apply the mental math strategy of adding or subtracting 10.
- Apply the mental math strategy of making tens to add or subtract.

### ► Lessons 5 & 6 :

- Participate in calendar math activities.
- Apply mental math strategies to solve addition story problems.
- Apply mental math strategies to solve subtraction story problems.

### ► Lessons 7 to 10 :

- Participate in calendar math activities.
- Solve addition problems to find a missing addend.
- Apply mental math strategies to solve addition problems.
- Solve subtraction problems to find a missing subtrahend.
- Apply mental math strategies to solve subtraction problems.
- Solve problems to find a missing addend or subtrahend.
- Apply mental math strategies to add 1-digit number to 2-digit number.

# Lessons 1 & 2

- Adding doubles
- Adding and subtracting by counting



## Learn 1 Adding doubles

Sometimes the number in each group is the same. That is called a **double**.



$$1 \text{ eye} + 1 \text{ eye} = 2 \text{ eyes}$$



$$6 \text{ crayons} + 6 \text{ crayons} = 12 \text{ crayons}$$



$$2 \text{ legs} + 2 \text{ legs} = 4 \text{ legs}$$

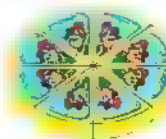
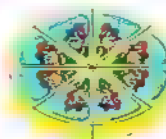
MAY

Mo	Tu	We	Th	Fr	Sa	Su
<del>1</del>	<del>2</del>	<del>3</del>	<del>4</del>	<del>5</del>	<del>6</del>	<del>7</del>
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

$$7 \text{ days} + 7 \text{ days} = 14 \text{ days}$$



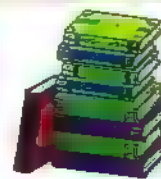
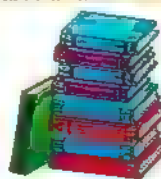
$$3 \text{ flowers} + 3 \text{ flowers} = 6 \text{ flowers}$$



$$8 \text{ pieces} + 8 \text{ pieces} = 16 \text{ pieces}$$



$$4 \text{ legs} + 4 \text{ legs} = 8 \text{ legs}$$



$$9 \text{ books} + 9 \text{ books} = 18 \text{ books}$$

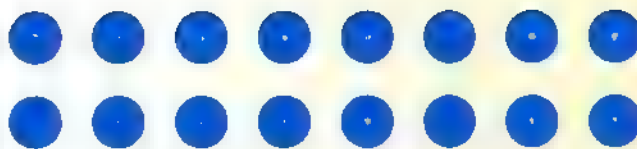


$$5 \text{ fingers} + 5 \text{ fingers} = 10 \text{ fingers}$$



$$10 \text{ eggs} + 10 \text{ eggs} = 20 \text{ eggs}$$

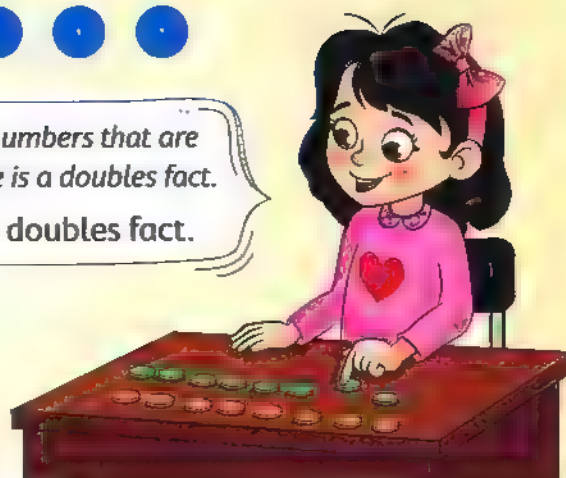
$$\begin{array}{r} 8 \\ + 8 \\ \hline 16 \end{array}$$



When you add two numbers that are the same, the sentence is a doubles fact.

$8 + 8 = 16$  is a doubles fact.

16 is the double of 8



## Check

Add. Write the sums.

$$\begin{array}{r} 2 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ + 10 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 4 \\ \hline \end{array}$$

$3 + 3 = \underline{\quad}$

$5 + 5 = \underline{\quad}$

$9 + 9 = \underline{\quad}$

$1 + 1 = \underline{\quad}$

$8 + 8 = \underline{\quad}$

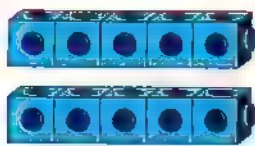
$6 + 6 = \underline{\quad}$



- Ask your child to give you one example of a doubles fact ( $3 + 3 = 6$ ) and one example of an addition sentence that is not a doubles fact ( $3 + 5 = 8$ ).



## Learn 2 Adding doubles plus one



$$\begin{array}{r} 5 \\ + 5 \\ \hline 10 \end{array}$$

$5 + 5 = 10$  is a **doubles fact**.



$$\begin{array}{r} 5 \\ + 6 \\ \hline 11 \end{array}$$

$5 + 6 = 11$  is a **doubles plus one fact**.

$5 + 5 = 10$   
is a **doubles fact**.  
 $5 + 6 = 11$   
is a **doubles plus one fact**.



## Check



Write the sums.

$$\begin{array}{r} 6 \\ + 6 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 3 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 8 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 2 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ + 9 \\ \hline \end{array} \quad \begin{array}{r} 10 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 4 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 5 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ + 7 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 0 \\ + 0 \\ \hline \end{array} \quad \begin{array}{r} 0 \\ + 1 \\ \hline \end{array}$$

### Notes for parents

#### Chapter 2

Lessons 1 & 2

- Have your child tell you the doubles facts and the doubles plus one facts for 3 as  $3 + 3 = 6$ , so  $3 + 4 = 7$
- Your child can think  $3 + 4$  as  $(3 + 3 = 6 \text{ plus } 1 = 7)$  or  $(4 + 4 = 8 \text{ minus } 1 = 7)$ .



## Learn 3 Counting on to add

**Count on** to find the **sum**. Start with the greater number to make counting easier.

What is  **$8 + 2$** ?

Say 8  
Count on 2 more.  
9, 10  
The sum is 10

$$\begin{array}{r} 8 \\ + 2 \\ \hline 10 \end{array}$$

What is  **$4 + 12$** ?

Say 12  
Count on 4 more.  
13, 14, 15, 16  
The sum is 16

$$\begin{array}{r} 4 \\ + 12 \\ \hline 16 \end{array}$$

When you add, the answer is called the **sum**.



## Check



Circle the greater number. Count on to find the sum.

$$\begin{array}{r} \textcircled{6} \\ + 2 \\ \hline 8 \end{array}$$

$$\begin{array}{r} 5 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ + 10 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ + 5 \\ \hline \end{array}$$

- When you count on to find the sum, your child can start with the smaller number, but it is easier to start with the greater one.

## Learn 4 Counting on to subtract

Count on to find the difference. Start with the smaller number.

What is  $7 - 4$ ?

Use your fingers to count on after 4 to reach 7.



You raised 3 fingers.

When you subtract, the answer is called the difference.

$$\begin{array}{r} 7 \\ - 4 \\ \hline 3 \end{array}$$



### Check

Circle the smaller number. Count on to find the difference.

$$\begin{array}{r} 9 \\ - 5 \\ \hline 4 \end{array}$$

$$\begin{array}{r} 12 \\ - 7 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ - 2 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ - 5 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \\ - 4 \\ \hline \end{array}$$

$$\begin{array}{r} 15 \\ - 9 \\ \hline \end{array}$$

$$\begin{array}{r} 16 \\ - 8 \\ \hline \end{array}$$

$$\begin{array}{r} 22 \\ - 12 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \\ - 6 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ - 3 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ - 8 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ - 2 \\ \hline \end{array}$$

- Your child also can count back to find the difference  $7 - 4$ . Start with the greater number 7 and count 4 backwards (6, 5, 4, 3), the answer is 3.

## Exercise

# 5

On Lessons 1 & 2

- Adding doubles
- Adding and subtracting by counting

 From the school book

**1** Use the doubles fact to find the answer.

a.   $3 + 3 = \underline{\quad}$

c.   $4 + 4 = \underline{\quad}$

e.  $10 + 10 = \underline{\quad}$

g.  $8 + 8 = \underline{\quad}$

i.  $9 + 9 = \underline{\quad}$

b.   $7 + 7 = \underline{\quad}$

d.  $5 + 5 = \underline{\quad}$

f.  $1 + 1 = \underline{\quad}$

h.  $2 + 2 = \underline{\quad}$

j.  $6 + 6 = \underline{\quad}$



**2** Use doubles plus one strategy to find the answer.

a.  $5 + 5 = \underline{\quad}$  so,  $5 + 6 = \underline{\quad}$       b.  $4 + 4 = \underline{\quad}$  so,  $4 + 5 = \underline{\quad}$       c.  $7 + 7 = \underline{\quad}$  so,  $8 + 7 = \underline{\quad}$

d.  $9 + 9 = \underline{\quad}$  so,  $9 + 10 = \underline{\quad}$       e.  $6 + 6 = \underline{\quad}$  so,  $7 + 6 = \underline{\quad}$       f.  $8 + 8 = \underline{\quad}$  so,  $9 + 8 = \underline{\quad}$

g.  $2 + 2 = \underline{\quad}$  so,  $2 + 3 = \underline{\quad}$       h.  $3 + 3 = \underline{\quad}$  so,  $3 + 4 = \underline{\quad}$       i.  $10 + 10 = \underline{\quad}$  so,  $11 + 10 = \underline{\quad}$

**3** Count on to add each of the following.

a.  $7 + 2 = \underline{\quad}$

d.  $14 + 7 = \underline{\quad}$

g.  $5 + 8 = \underline{\quad}$

j.  $13 + 2 = \underline{\quad}$

m.  $7 + 3 = \underline{\quad}$

b.  $8 + 4 = \underline{\quad}$

e.  $12 + 5 = \underline{\quad}$

h.   $10 + 6 = \underline{\quad}$

k.  $15 + 4 = \underline{\quad}$

n.  $9 + 6 = \underline{\quad}$

c.   $3 + 12 = \underline{\quad}$

f.  $7 + 7 = \underline{\quad}$

i.  $4 + 7 = \underline{\quad}$

l.  $9 + 7 = \underline{\quad}$

o.  $8 + 3 = \underline{\quad}$



**4** Count on to subtract each of the following.

a.  $9 - 3 = \underline{\quad}$

d.  $10 - 2 = \underline{\quad}$

g.  $15 - 10 = \underline{\quad}$

j.  $11 - 7 = \underline{\quad}$

b.  $8 - 6 = \underline{\quad}$

e.  $13 - 5 = \underline{\quad}$

h.  $16 - 7 = \underline{\quad}$

k.  $17 - 9 = \underline{\quad}$

c.  $14 - 7 = \underline{\quad}$

f.  $16 - 9 = \underline{\quad}$

i.  $18 - 2 = \underline{\quad}$

l.  $15 - 1 = \underline{\quad}$

**5** Put (✓) to the correct statement or (X) to the incorrect statement.

a.  $5 + 5 = 10$

( )

b.  $7 + 6 = 14$

( )

c.  $5 + 13 = 17$

( )

d.  $9 + 9 = 18$

( )

e.  $4 + 7 = 11$

( )

f.  $17 - 5 = 12$

( )

g.  $14 - 7 = 6$

( )

h.  $10 + 10 = 20$

( )

**6** Choose the correct answer.

a.  $7 + 7 = \underline{\quad}$

( 9 or 14 or 15 )

b.  $8 + 9 = \underline{\quad}$

( 17 or 18 or 19 )

c.  $5 + 9 = \underline{\quad}$

( 4 or 14 or 15 )

d.  $9 + \underline{\quad} = 18$

( 9 or 10 or 18 )

e.  $19 - 2 = \underline{\quad}$

( 15 or 17 or 18 )

f.  $5 + \underline{\quad} = 10$

( 4 or 5 or 7 )

g.  $12 - 4 = \underline{\quad}$

( 5 or 6 or 8 )



Place  
a smiley  
face

- Adding or subtracting the number 10
- Adding and subtracting by making tens

## Learn 1 Adding the number 10

Add  $26 + 10$

111	112	113	114	115	116	117	118	119	120
101	102	103	104	105	106	107	108	109	110
91	92	93	94	95	96	97	98	99	100
81	82	83	84	85	86	87	88	89	90
71	72	73	74	75	76	77	78	79	80
61	62	63	64	65	66	67	68	69	70
51	52	53	54	55	56	57	58	59	60
41	42	43	44	45	46	47	48	49	50
31	32	33	34	35	36	37	38	39	40
21	22	23	24	25	26	27	28	29	30
11	12	13	14	15	16	17	18	19	20
1	2	3	4	5	6	7	8	9	10

Start at **26**  
and count **10** forward,  
you will reach **36**.

You moved up  
one row.

$$\begin{array}{r} 26 \\ + 10 \\ \hline 36 \end{array}$$



- From the previous, notice that when you add 10, the digit in ones place doesn't change, and the digit in tens place increases by 1.

For example:

$$\begin{array}{r} 38 \\ + 10 \\ \hline 48 \end{array}$$

$$\begin{array}{r} 25 \\ + 10 \\ \hline 35 \end{array}$$

$$\begin{array}{r} 20 \\ + 10 \\ \hline 30 \end{array}$$

## Check

Add.

27

$$+ 10$$

29

$$+ 10$$

10

$$+ 44$$

6

$$+ 10$$

$$10 + 15 = \underline{\quad}$$

$$23 + 10 = \underline{\quad}$$

## Notes for parents

- Help your child use the numbers chart to solve the addition problems in this page.



## Learn 2 Subtracting the number 10

### Subtract 26 - 10

Start at **26**  
and count **10** backward,  
you will reach **16**.  
You moved down  
one row.

111	112	113	114	115	116	117	118	119	120
101	102	103	104	105	106	107	108	109	110
91	92	93	94	95	96	97	98	99	100
81	82	83	84	85	86	87	88	89	90
71	72	73	74	75	76	77	78	79	80
61	62	63	64	65	66	67	68	69	70
51	52	53	54	55	56	57	58	59	60
41	42	43	44	45	46	47	48	49	50
31	32	33	34	35	36	37	38	39	40
21	22	23	24	25	26	27	28	29	30
11	12	13	14	15	16	17	18	19	20
1	2	3	4	5	6	7	8	9	10

To  
20

$$\begin{array}{r} 26 \\ - 10 \\ \hline 16 \end{array}$$



- From the previous, notice that when you **subtract 10**, the digit in ones place doesn't change, and the digit in tens place decreases by 1.

For example:

$$\begin{array}{r} 25 \\ - 10 \\ \hline 15 \end{array}$$

$$\begin{array}{r} 49 \\ - 10 \\ \hline 39 \end{array}$$

$$\begin{array}{r} 16 \\ - 10 \\ \hline 6 \end{array}$$

### Check



Subtract.

$$\begin{array}{r} 23 \\ - 10 \\ \hline \end{array}$$

$$\begin{array}{r} 77 \\ - 10 \\ \hline \end{array}$$

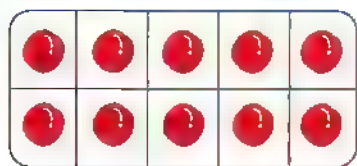
$$\begin{array}{r} 58 \\ - 10 \\ \hline \end{array}$$

$$\begin{array}{r} 82 \\ - 10 \\ \hline \end{array}$$

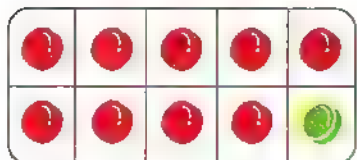
$$43 - 10 = \underline{\quad}$$

$$10 - 10 = \underline{\quad}$$

## Remember the components of 10



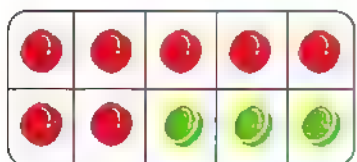
$$10 + 0 = 10$$



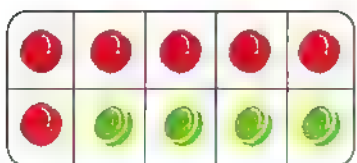
$$9 + 1 = 10$$



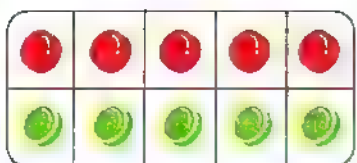
$$8 + 2 = 10$$



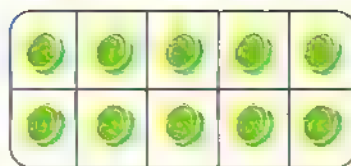
$$7 + 3 = 10$$



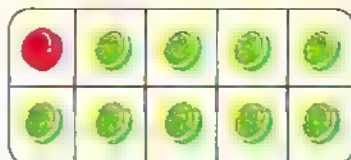
$$6 + 4 = 10$$



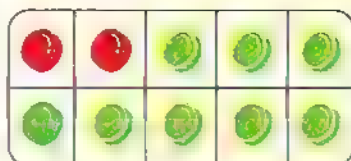
$$5 + 5 = 10$$



$$0 + 10 = 10$$



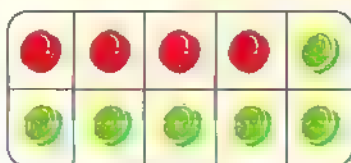
$$1 + 9 = 10$$



$$2 + 8 = 10$$

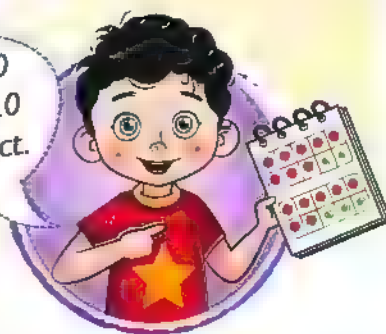


$$3 + 7 = 10$$



$$4 + 6 = 10$$

Components of 10  
help you make a 10  
to add and subtract.



## Check



Find all ways to make a 10.

$$\bullet 7 + \text{---} = 10$$

$$\bullet \text{---} + 2 = 10$$

$$\bullet \text{---} + 1 = 10$$

$$\bullet 4 + \text{---} = 10$$

$$\bullet \text{---} + 3 = 10$$

$$\bullet 8 + \text{---} = 10$$

$$\bullet 5 + \text{---} = 10$$

$$\bullet \text{---} + 6 = 10$$

$$\bullet 9 + \text{---} = 10$$



## Learn 3 Make a 10 to add

You make a 10 and have 3 extra.

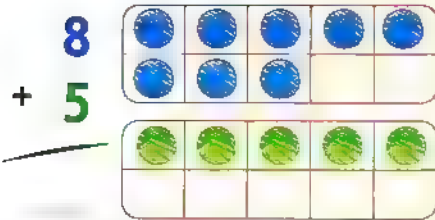


### Find the sum of $8 + 5$

#### First way

Show 8.

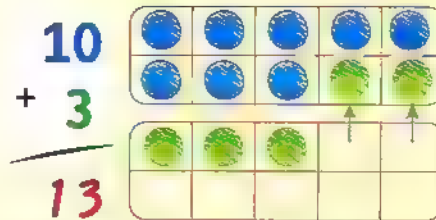
Then show 5.



Make a ten.

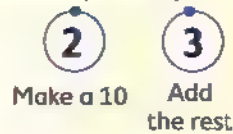
8 is close to 10

Move 2 counters into the ten frame.



#### Second way

$$8 + 5$$



Break apart the 5.  
Use 2 to make a ten.

$$8 + 2 = 10 \text{ and } 10 + 3 = 13$$

$$\text{So, } 8 + 5 = 13$$



### Check



Make a ten to add.

$$7 + 4$$



$$10 + \underline{\quad} = \underline{\quad}$$

$$8 + 6$$



$$10 + \underline{\quad} = \underline{\quad}$$

$$9 + 7$$



$$10 + \underline{\quad} = \underline{\quad}$$

$$3 + 8$$



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$7 + 9$$



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$5 + 7$$



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$



## Learn 4 Make a 10 to subtract

**Find the difference of  $14 - 6$**

$$14 - 6$$

4

Make a ten

2

Subtract  
the rest

$$14 - 4 = 10 \quad \text{and} \quad 10 - 2 = 8$$

$$\text{So, } 14 - 6 = 8$$

Break apart the 6.  
Use 4 to make a ten.



## Check



Make a ten to subtract.

$$15 - 7 = \underline{\quad}$$

5   2

$$10 - \underline{\quad} = \underline{\quad}$$

$$17 - 8 = \underline{\quad}$$

7   1

$$10 - \underline{\quad} = \underline{\quad}$$

$$18 - 9 = \underline{\quad}$$

8   1

$$10 - \underline{\quad} = \underline{\quad}$$

$$11 - 5 = \underline{\quad}$$

1   4

$$10 - \underline{\quad} = \underline{\quad}$$

$$12 - 5 = \underline{\quad}$$

○   ○

$$10 - \underline{\quad} = \underline{\quad}$$

$$14 - 9 = \underline{\quad}$$

○   ○

$$10 - \underline{\quad} = \underline{\quad}$$

$$16 - 9 = \underline{\quad}$$

○   ○

$$10 - \underline{\quad} = \underline{\quad}$$

$$13 - 5 = \underline{\quad}$$

○   ○

$$10 - \underline{\quad} = \underline{\quad}$$

$$15 - 8 = \underline{\quad}$$

○   ○

$$10 - \underline{\quad} = \underline{\quad}$$

- Make a 10 to subtract, this way is used when the units digit of the first number is less than the units digit in the second one.

## Exercise

# 6

On Lessons 3 & 4

- Adding or subtracting the number 10
- Adding and subtracting by making tens

 From the school book

### 1 Add.

a.   $4 + 10 = \underline{\quad}$

d.  $84 + 10 = \underline{\quad}$

g.  $37 + 10 = \underline{\quad}$

j.  $17 + 10 = \underline{\quad}$

m.  $29 + 10 = \underline{\quad}$

p.  $63 + 10 = \underline{\quad}$

b.  $42 + 10 = \underline{\quad}$

e.  $21 + 10 = \underline{\quad}$

h.  $50 + 10 = \underline{\quad}$

k.  $39 + 10 = \underline{\quad}$

n.  $80 + 10 = \underline{\quad}$

q.  $76 + 10 = \underline{\quad}$

c.  $75 + 10 = \underline{\quad}$

f.  $19 + 10 = \underline{\quad}$

i.  $67 + 10 = \underline{\quad}$

l.  $71 + 10 = \underline{\quad}$

o.  $47 + 10 = \underline{\quad}$

r.  $22 + 10 = \underline{\quad}$

### 2 Subtract.

a.  $78 - 10 = \underline{\quad}$

d.  $99 - 10 = \underline{\quad}$

g.   $16 - 10 = \underline{\quad}$

j.  $19 - 10 = \underline{\quad}$

m.  $91 - 10 = \underline{\quad}$

p.   $20 - 10 = \underline{\quad}$

b.  $24 - 10 = \underline{\quad}$

e.  $71 - 10 = \underline{\quad}$

h.  $49 - 10 = \underline{\quad}$

k.  $37 - 10 = \underline{\quad}$

n.  $62 - 10 = \underline{\quad}$

q.  $54 - 10 = \underline{\quad}$

c.  $38 - 10 = \underline{\quad}$

f.  $87 - 10 = \underline{\quad}$

i.  $51 - 10 = \underline{\quad}$

l.  $45 - 10 = \underline{\quad}$

o.  $23 - 10 = \underline{\quad}$

r.  $81 - 10 = \underline{\quad}$

### 3 Complete.

a.  $4 + \underline{\quad} = 10$

d.  $5 + \underline{\quad} = 10$

g.  $8 + \underline{\quad} = 10$

b.  $7 + \underline{\quad} = 10$

e.  $2 + \underline{\quad} = 10$

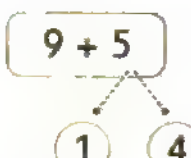
h.  $9 + \underline{\quad} = 10$

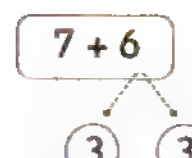
c.  $1 + \underline{\quad} = 10$

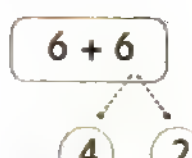
f.  $6 + \underline{\quad} = 10$

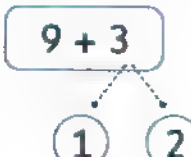
i.  $\underline{\quad} + 3 = 10$

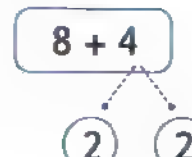
#### 4 Make a ten to add.

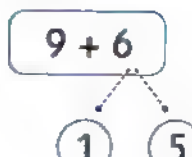
a.  $9 + 5$   
  
 $10 + \underline{\quad} = \underline{\quad}$


b.  $7 + 6$   
  
 $10 + \underline{\quad} = \underline{\quad}$

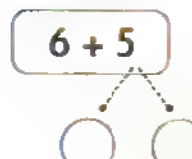
c.  $6 + 6$   
  
 $10 + \underline{\quad} = \underline{\quad}$


d.  $9 + 3$   
  
 $\underline{\quad} + \underline{\quad} = \underline{\quad}$

e.  $8 + 4$   
  
 $\underline{\quad} + \underline{\quad} = \underline{\quad}$

f.  $9 + 6$   
  
 $\underline{\quad} + \underline{\quad} = \underline{\quad}$

g.  $8 + 7$   
  
 $\underline{\quad} + \underline{\quad} = \underline{\quad}$

h.  $6 + 5$   
  
 $\underline{\quad} + \underline{\quad} = \underline{\quad}$

i.  $7 + 5$   
  
 $\underline{\quad} + \underline{\quad} = \underline{\quad}$

j. 
$$\begin{array}{r} 6 \\ + 8 \\ \hline \end{array}$$

k. 
$$\begin{array}{r} 8 \\ + 4 \\ \hline \end{array}$$

l. 
$$\begin{array}{r} 4 \\ + 9 \\ \hline \end{array}$$

#### 5 Make a ten to subtract.

a.  $12 - 5 = \underline{\quad}$

d.  $13 - 7 = \underline{\quad}$

g.  $17 - 9 = \underline{\quad}$

j.  $15 - 9 = \underline{\quad}$

m.  $13 - 8 = \underline{\quad}$

b.  $17 - 8 = \underline{\quad}$

e.  $14 - 5 = \underline{\quad}$

h.  $18 - 9 = \underline{\quad}$

k.  $16 - 8 = \underline{\quad}$

n.  $11 - 7 = \underline{\quad}$

c.  $15 - 7 = \underline{\quad}$

f.  $16 - 7 = \underline{\quad}$

i.  $12 - 7 = \underline{\quad}$

l.  $14 - 8 = \underline{\quad}$

o.  $13 - 4 = \underline{\quad}$

p. 
$$\begin{array}{r} 15 \\ - 6 \\ \hline \end{array}$$

q. 
$$\begin{array}{r} 17 \\ - 8 \\ \hline \end{array}$$

r. 
$$\begin{array}{r} 11 \\ - 5 \\ \hline \end{array}$$

s. 
$$\begin{array}{r} 12 \\ - 8 \\ \hline \end{array}$$

t. 
$$\begin{array}{r} 14 \\ - 7 \\ \hline \end{array}$$

**6** Use the Making Tens mental math strategy to solve these problems.

a.	$5 + 6$	$5 + \underline{\quad} = 10$	So, $5 + 6 = \underline{\quad}$
b.	$7 + 4$	$7 + \underline{\quad} = 10$	So, $7 + 4 = \underline{\quad}$
c.	$8 + 5$	$8 + \underline{\quad} = 10$	So, $8 + 5 = \underline{\quad}$
d.	$13 - 3$	$13 - \underline{\quad} = 10$	So, $13 - 3 = \underline{\quad}$
e.	$12 - 5$	$12 - \underline{\quad} = 10$	So, $12 - 5 = \underline{\quad}$
f.	$18 - 9$	$18 - \underline{\quad} = 10$	So, $18 - 9 = \underline{\quad}$

**7** Choose the correct answer.

- a.  $8 + 5 = \underline{\quad}$  (12 or 13 or 14)
- b.  $24 + 10 = \underline{\quad}$  (14 or 24 or 34)
- c.  $35 - 10 = \underline{\quad}$  (34 or 24 or 25)
- d.  $18 - 9 = \underline{\quad}$  (7 or 8 or 9)
- e.  $93 - 10 = \underline{\quad}$  (83 or 73 or 92)
- f.  $7 + 8 = \underline{\quad}$  (10 or 15 or 20)
- g.  $22 + 10 = \underline{\quad}$  (32 or 23 or 33)
- h.  $9 + 6 = \underline{\quad}$  (10 or 15 or 16)
- i.  $77 - 10 = \underline{\quad}$  (66 or 76 or 67)
- j.  $23 + 10 = \underline{\quad}$  (33 or 24 or 34)



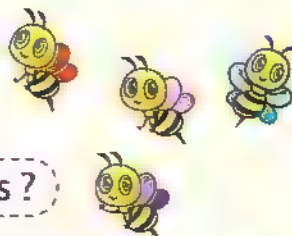
Place  
a smiley  
face

- Story problems on adding
- Story problems on subtracting

## **Learn 1** Story problems on adding

Bassem saw 7 bees on Saturday.

He saw 6 bees on Sunday.



How many bees did he see in all the two days ?



### Understand

- What do you want to find out ?

Circle the questions.



### Plan

- What facts do you need ?

Underline them.



### Solve

- You can use different ways to solve the problem

$$7 + 6 = ?$$

#### Counting on

Say 7

Count on 6 more

8, 9, 10, 11, 12, 13

The sum is **13**

#### Use doubles plus one

$$\begin{array}{r} 6 \\ + 6 \\ \hline 12 \end{array}$$

$$\begin{array}{r} 7 \\ + 6 \\ \hline 13 \end{array}$$

#### Make a 10 to add

$$\begin{array}{c} 7 + 6 \\ \swarrow \quad \searrow \\ 3 \quad 3 \end{array}$$

$$7 + 3 = 10$$

$$10 + 3 = 13$$

Bassem saw **13** bees in all the two days.

## Check



Ahmed has 8 blue pens and 9 black pens. How many pens does Ahmed have ?

### Notes for parents

- In this lesson your child will use the strategies he/she has studied before to solve addition and subtraction word problems.
- Help your child understand, plan, solve and check the answer each time he/she answered the problem.



## Learn 2 Story problems on subtracting

There are 11 birds on a tree.

5 of them flew away.

How many birds are left on the tree?



### Understand

- What do you want to find out?

Circle the questions.



### Plan

- What facts do you need?

Underline them.



### Solve

- You can use different ways to solve the problem  $11 - 5 = ?$

#### Counting on

Use your fingers to count on after 5 to reach 11.

$$11 - 5 = 6$$

#### Make a ten to subtract

$$11 - 5$$



$$11 - 1 = 10 \quad \text{and} \quad 10 - 4 = 6$$

The number of birds left on the tree is 6 birds.



- Understand
- Plan
- Solve
- Check your answer

## Check



Mostafa has 11 pounds, he bought a bottle of water by 3 pounds.

How much money is left with Mostafa?

### Notes for parents

- Make sure that your child understand the problem. Talk with him/her about the different ways of solving it.
- For each problem, ask your child to tell you how he/she decided whether to add or subtract.

## Exercise

# 7

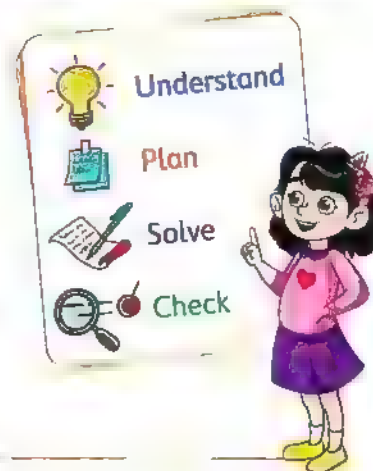
On Lessons 5 & 6

- Story problems on adding
- Story problems on subtracting

From the school book

- 1** Mariam has 8 books in Arabic and 5 books in English.

How many books does Mariam have ?



- 2** Raja counted 7 ants crawling on the sidewalk.

Then he found 3 more ants crawling.

How many ants did Raja see in all ?



- 3** Ali has 7 marbles, his brother give him 6 marbles.


How many marbles does Ali have ?



- 4** There are 2 crayon boxes, in each box there are 6 crayons.

What is the number of crayons in the two boxes ?



- 5**  Mukhtar has 6 jelly beans in a jar. He has another 8 jelly beans in his pocket.

**How many jelly beans does Mukhtar have in all ?**

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- 6** Ali caught 9 fish and Mina caught 8 fish.

**Find the number of fish with both.**

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- 7** Mohamed and Paula are in a volleyball team.

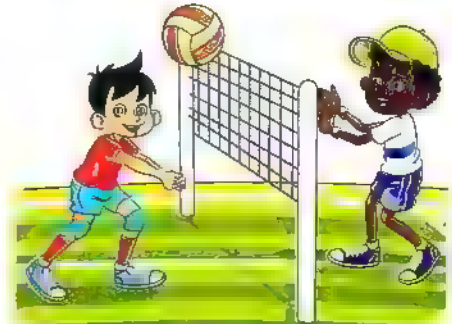
In the last match Mohamed scored 7 points and Paula scored 5 points.

**What is the number of points that Mohamed and Paula scored ?**

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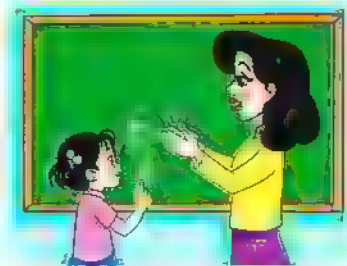
- 8**  Heba has 7 stickers. Her teacher gives her 9 more stickers.


**How many stickers does Heba have all together ?**

---

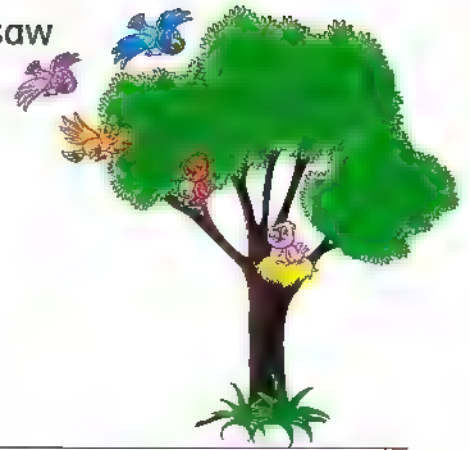
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- 9**  Miryam saw 8 birds flying in the sky. She also saw 4 birds sitting in a tree.

**How many birds did Miryam see in all ?**



- 10** There are 2 vases. In each vase there are 7 flowers.

**What is the number of flowers in all ?**



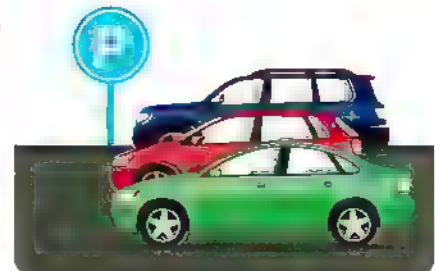
- 11** Tamer had 8 pens. He gave 6 pens to Jana.

**How many pens does Tamer have now ?**



- 12** There are 12 cars in the park, if 9 cars go away.

**How many cars are there in the car park now ?**



- 13** Khadega bought 15 candies, she gave 6 candies to her brother.

**How many candies does Khadega have now ?**

---

---

---



- 14** Farida had 11 oranges, she ate 7 of them.

**How many oranges are remained with Farida ?**

---

---

---



- 15** There are 12 people in a bus, if 7 of them get off the bus.

**How many people are remained in the bus ?**

---

---

---



- 16**  Ahmed gathers 15 rocks at the beach. He tosses 6 rocks into the water.


**How many rocks does Ahmed have left ?**

---

---

---



- 17**  Rashida bought 13 oranges. She gave 3 oranges to her father.  
How many oranges does she have now ?



- 18**  Salma has 18 figs. She eats 10 figs.  
How many figs does Salma have left ?



- 19**  Mustafa has 16 candies. He ate 6 candies.  
How many candies does Mustafa have left ?



- 20** There are 15 birds on a tree, 7 of them flew away.  
How many birds are left on the tree ?



Place  
a smiley  
face

- Mental applications on adding
- Mental applications on subtracting
- Mental applications on adding and subtracting
- Adding using the 120 chart

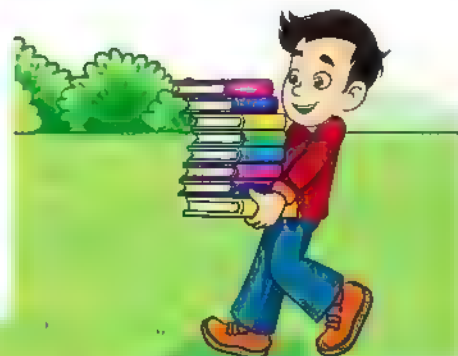
## **Learn 1** Mental applications on adding "Finding a missing addend"

Sameh had **12** books.

His teacher gave him some extra books.

Sameh has now **19** books.

How many books did his teacher give him ?



### Addition problem solving using counting on strategy

 Write a number sentence.

$$12 + \boxed{?} = 19$$

↑                      ↑                      ↑  
 What                  What his                  The sum  
 Sameh                  teacher  
 had                      gave him

 Count on after 12 to reach 19.



- You raised 7 fingers. So,  $12 + \boxed{7} = 19$
- His teacher gave him 7 books.

You can use the 120 chart to add the two numbers.



Addends are the numbers you add together in addition problem.

$$9 + 3 = 12$$

↑                  ↑                  ↑  
 addend          addend          sum

## Check

Find the missing addend.

$5 + \underline{\quad} = 12$

$9 + \underline{\quad} = 14$

$\underline{\quad} + 7 = 14$

$2 + \underline{\quad} = 11$

$\underline{\quad} + 6 = 13$

$\underline{\quad} + 7 = 16$



## Learn 2

### Mental applications on subtracting "Finding a missing subtrahend"

17 birds were flying.

Some landed on a tree.

11 are still in the air.

How many birds did land on the tree ?



#### Subtraction problem solving using counting on strategy

✿ Write a number sentence.

$$\begin{array}{ccc}
 17 & - & ? & = & 11 \\
 \uparrow & & \uparrow & & \uparrow \\
 \text{Number of} & & \text{Number of} & & \text{Number of} \\
 \text{birds were} & & \text{birds landed} & & \text{birds still in} \\
 \text{flying} & & \text{on the tree} & & \text{the air}
 \end{array}$$

Subtrahend is  
a number to be  
subtracted from  
another number.

$$\begin{array}{ccc}
 9 & - & 3 & = & 6 \\
 & & \uparrow & & \\
 & & \text{subtrahend} & &
 \end{array}$$

✿ Count on after 11 to reach 17.



You can use  
the 120 chart  
to subtract  
the two  
numbers.



- You raised 6 fingers. So,  $17 - 6 = 11$

- 6 birds landed on the tree.



#### Check



Find the missing subtrahend.

$17 - \underline{\quad} = 9$

$$\begin{array}{r}
 13 \\
 - \quad \\
 \hline
 4
 \end{array}$$

$15 - \underline{\quad} = 7$

$$\begin{array}{r}
 18 \\
 - \quad \\
 \hline
 7
 \end{array}$$

$12 - \underline{\quad} = 7$

$$\begin{array}{r}
 12 \\
 - \quad \\
 \hline
 5
 \end{array}$$

# Exercise

# 8

On Lessons 7 to 10

- Mental applications on adding
- Mental applications on subtracting
- Mental applications on adding and subtracting
- Adding using the 120 chart

From the school book

## 1 Find the missing number.

a.  $\text{---} + 7 = 10$

d.  $\text{---} + 4 = 11$

g.  $\text{---} + 9 = 14$

j.  $11 - \text{---} = 7$

m.  $13 - \text{---} = 9$

p.  $15 - \text{---} = 6$

b.  $\text{---} + 5 = 9$

e.  $10 + \text{---} = 16$

h.  $15 - \text{---} = 8$

k.  $12 - \text{---} = 7$

n.  $10 + \text{---} = 19$

q.  $17 - \text{---} = 8$

c.  $6 + \text{---} = 12$

f.  $8 + \text{---} = 17$

i.  $16 - \text{---} = 7$

l.  $18 - \text{---} = 12$

o.  $9 + \text{---} = 12$

r.  $19 - \text{---} = 8$

s. 
$$\begin{array}{r} 8 \\ + \\ \hline 16 \end{array}$$

t. 
$$\begin{array}{r} \phantom{0} \\ + 5 \\ \hline 14 \end{array}$$

u. 
$$\begin{array}{r} 13 \\ - \\ \hline 6 \end{array}$$

v. 
$$\begin{array}{r} 17 \\ - \\ \hline 9 \end{array}$$

w. 
$$\begin{array}{r} 7 \\ + \text{---} \\ \hline 12 \end{array}$$

x. 
$$\begin{array}{r} 14 \\ - \text{---} \\ \hline 7 \end{array}$$

y. 
$$\begin{array}{r} 15 \\ + \\ \hline 18 \end{array}$$

z. 
$$\begin{array}{r} 17 \\ - \text{---} \\ \hline 10 \end{array}$$

## 2 Circle the correct number.

a.  $10 + \text{---} = 15$  (3 or 5 or 8)

b.  $13 - \text{---} = 5$  (7 or 8 or 9)

c.  $13 + \text{---} = 15$  (3 or 12 or 2)

d.  $7 + \text{---} = 14$  (10 or 7 or 9)



e.  $15 - \quad = 9$

(6 or 7 or 8)

f.  $18 - \quad = 10$

(12 or 10 or 8)

g.  $\quad + 16 = 19$

(2 or 3 or 4)

h.  $12 - \quad = 2$

(6 or 8 or 10)

i.  $\quad + 13 = 17$

(4 or 14 or 3)

j.  $10 - \quad = 5$

(15 or 10 or 5)

k.  $\quad + 8 = 16$

(8 or 9 or 10)

l.  $13 - \quad = 7$

(5 or 6 or 20)

m.  $4 + \quad = 11$

(2 or 15 or 7)

n.  $15 + \quad = 19$

(4 or 5 or 9)

o.  $17 - \quad = 9$

(2 or 8 or 9)

### 3 Match.

a.  $\quad + 7 = 11$

8

b.  $18 - \quad = 9$

4

c.  $\quad + 5 = 12$

10

d.  $14 - \quad = 8$

9

e.  $13 - \quad = 3$

6

f.  $16 - \quad = 8$

7




**4** Answer the following.

- a.  At 8 p.m., Omar saw 3 stars in the sky.  
At 9 p.m., he saw 13 stars in the sky.

**How many stars were added to the sky  
between 8 p.m. and 9 p.m. ?**

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_



- b.  Before lunch, Aya had 20 candies. After lunch,  
Aya had 11 candies left.

**How many candies did Aya eat at lunch ?**

\_\_\_\_\_ - \_\_\_\_\_ = \_\_\_\_\_



- c. Adam has 9 yellow fish. He added some red fish such that  
the total number of fish became 13.

**Find the number of red fish.**

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_



- d. A team scored 13 goals in the first round and scored some goals in  
the second round. The total goals in the two rounds are 19 goals.

**How many goals did this team score in the second round ?**

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_



- e. There are 12 dogs in a pet shop, 3 dogs are white  
and the rest are brown.

**How many brown dogs are there ?**

\_\_\_\_\_ - \_\_\_\_\_ = \_\_\_\_\_



- f. Ali has 6 pens. He bought some extra pens.  
The number of pens with Ali became 14.  
**How many pens did Ali buy ?**

---

---



- g. There were 20 boys on the field. Some of them were  
left. 14 boys were still on the field.  
**How many boys were left ?**

---

---



- h. Maged has 12 apples. He gave some of them to  
his sister and the left is 7 apples.  
**How many apples did he give to his sister ?**

---

---



- i. There are 14 carrots. Bunnies ate some of them  
and 7 carrots are left.  
**How many carrots did the bunnies eat ?**

---

---



- j. Bassem had 15 pounds and he bought a pen.  
8 pounds is remained with him.  
**What is price of the pen ?**

---

---



# 3

## CHAPTER





## Outcomes of chapter three :

At the end of chapter three, your child will be able to:

### ► Lessons 1 & 2 :

- Participate in calendar math activities.
- Represent 3-digit numbers using concrete models.
- Read and write 3-digit numbers.
- Identify the place and value of each digit in a 3-digit number.

### ► Lessons 3 to 6 :

- Participate in calendar math activities.
- Read and write 3-digit numbers in standard form and in expanded form.
- Convert numbers in expanded form to standard form.
- Identify the place and value of each digit in a 3-digit number.
- Read and write numbers 1 to 9 and multiples of 10 through 90 in word form.
- Match the word form of numbers 11 to 19 to their standard form.

### ► Lessons 7 & 8:

- Participate in calendar math activities.
- Use place value to compare two 3-digit numbers.
- Use place value to compare a 2-digit and a 3-digit number.
- Use the symbols  $>$ ,  $=$  and  $<$  to express comparisons.

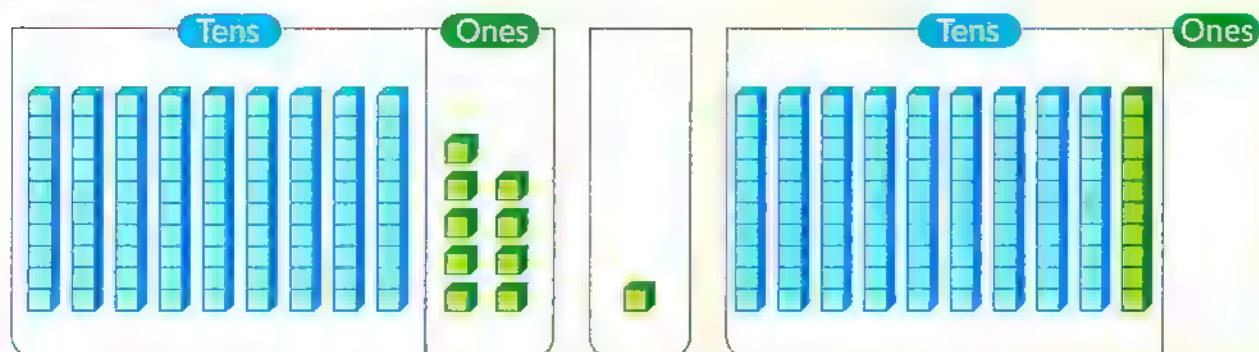
### ► Lessons 9 & 10 :

- Participate in calendar math activities.
- Compare and order numbers in expanded, word, and standard forms.
- Order a set of 5 numbers from least to greatest or from greatest to least.

# Lesson 1 & 2

- 3-digit numbers
- More of 3-digit numbers

## Learn 1 Understand hundreds



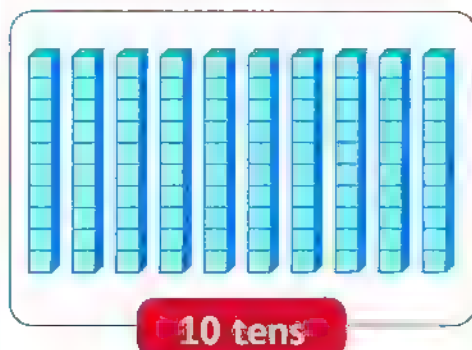
9 tens , 9 ones

+ 1 =

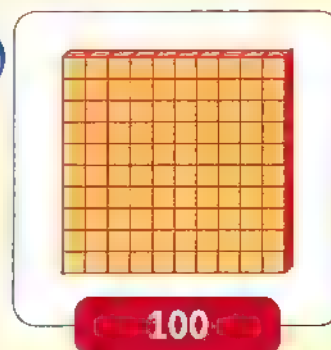
10 tens , 0 ones

99 is 9 groups of ten and 9 ones.

100 is 10 groups of ten.  
100 is 1 **hundred**.



10 tens can be grouped into 1 hundred.



## Check

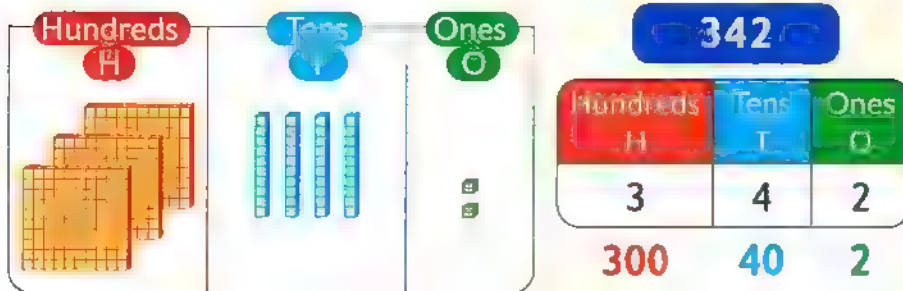
Write how many hundreds. Write the number. The first one is done for you.

	<u>2</u> hundreds	200
	_____ hundreds	_____
	_____ hundreds	_____

## Learn 2 Understand place value for 3-digit numbers

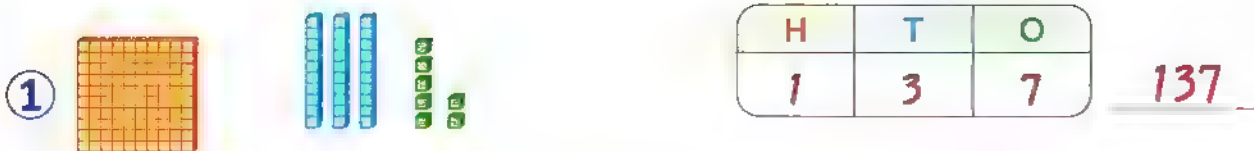
The place of a digit in a number tells its value.  
What is the value of each digit in 342?

The digit 3 is in the hundreds place, then its value is 300.



### Check

Write how many hundreds, tens and ones in the HTO chart.  
Then write the number. The first one is done for you.



- Write a 3-digit number. Point to a digit of it and ask your child to tell you its value.
- Help your child find a 3-digit number on a can, a jar or a package. Ask him/her to tell you how many hundreds, tens and ones are in the number and tell you the value of each digit.

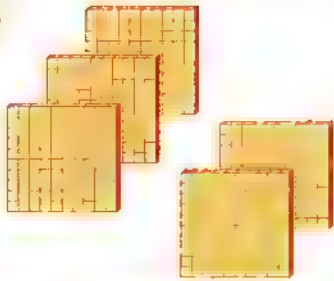
# Exercise

## 9


On Lessons 1 & 2

- 3-digit numbers
- More of 3-digit numbers

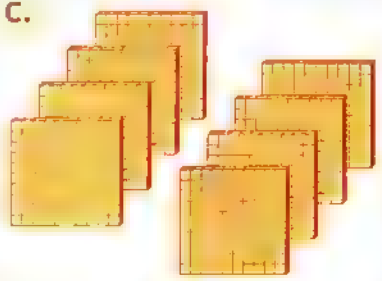
**1** Write how many hundreds. Write the number.

a. 

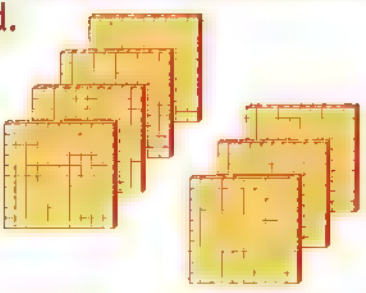
hundreds	
----------	--

b. 


— hundreds	
------------	--

c. 

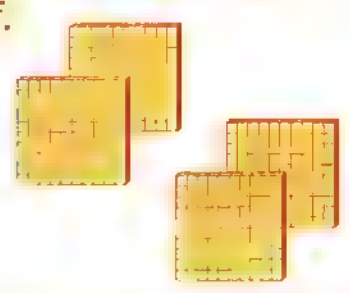
hundreds	
----------	--

d. 

hundreds	
----------	--

e. 

— hundreds	
------------	--

f. 

— hundreds	
------------	--

**2** Write how many hundreds, tens and ones in the HTO chart. Then write the number.

a. 

H	T	O

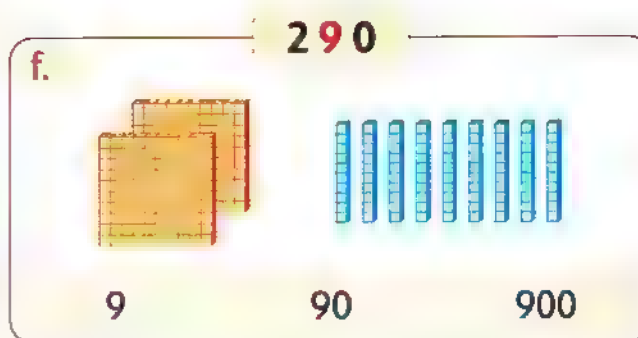
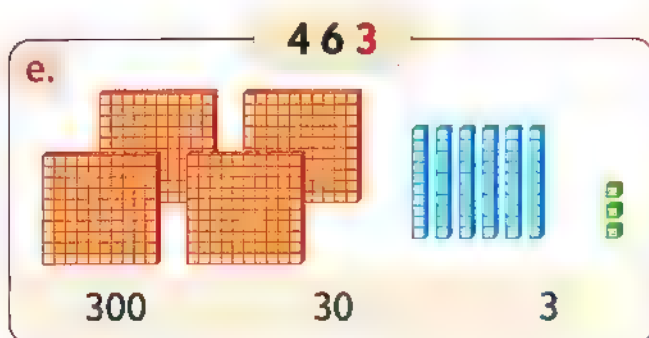
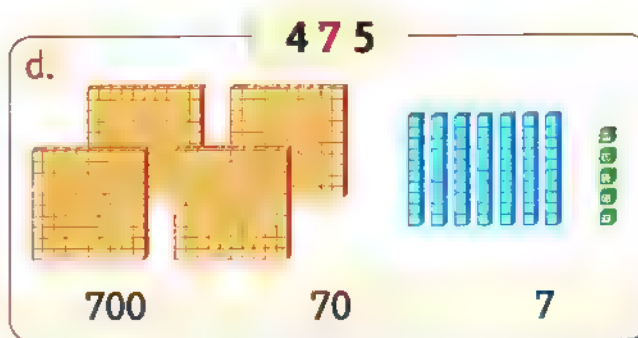
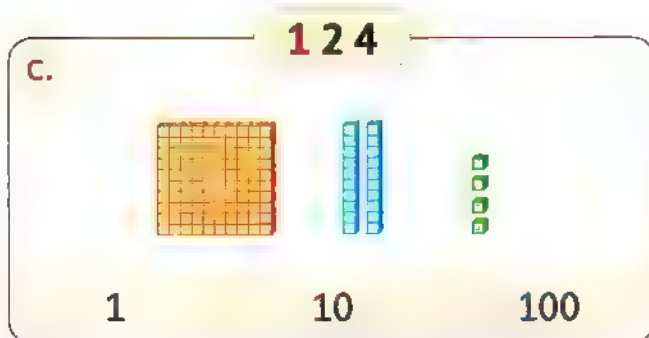
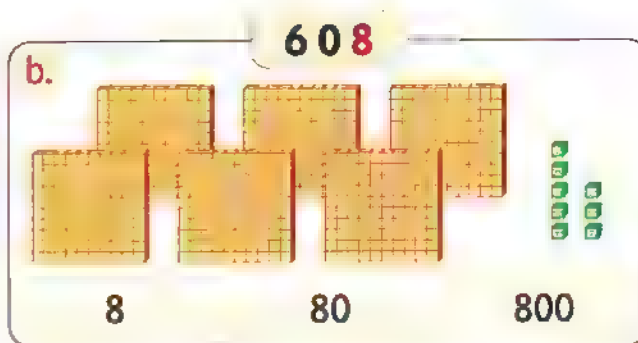
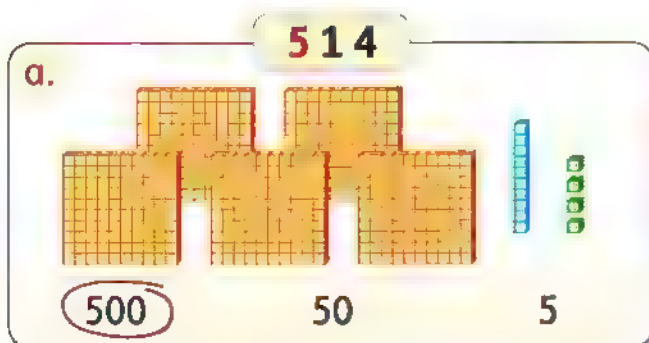
b. 

H	T	O

c. 

H	T	O

**3** Circle the value of the red digit. The first one is done for you.



**4** Circle the value of the blue digit. The first one is done for you.

a. **267**

600 60 6

b. **152**

1 10 100

c. **641**

4 40 400

d. **218**

8 80 800

e. **576**

6 60 600

f. **903**

0 10 100

**5** Write the place value of the digit 8 in each. The first one is done for you.

a. 784 <u>Tens</u>	b. 863 _____	c. 918 _____
d. 804 _____	e. 581 _____	f. 178 _____
g. 78 _____	h. 87 _____	i. 841 _____
j. 8 _____	k. 841 _____	l. 181 _____


**6** Write the value of 7 in each number. The first one is done for you.


a. 572 <u>70</u>	b. 587 _____	c. 790 _____
d. 367 _____	e. 271 _____	f. 957 _____
g. 876 _____	h. 704 _____	i. 474 _____
j. 730 _____	k. 167 _____	l. 673 _____


**7** Choose the correct answer.

- a. The value of the digit 1 in the number 415 is \_\_\_\_\_ ( 1 or 10 or 100 )
- b. The value of the digit 2 in the number 215 is \_\_\_\_\_ ( 2 or 20 or 200 )
- c. The place value of the digit 9 in the number 975 is \_\_\_\_\_  
( ones or tens or hundreds )
- d. The value of the digit 0 in the number 705 is \_\_\_\_\_ ( 0 or 10 or 100 )
- e. The place value of the digit 0 in the number 510 is \_\_\_\_\_  
( zero or ones or tens )
- f. The place value of the digit 1 in the number 810 is \_\_\_\_\_  
( ones or tens or hundreds )

- 8** Complete the HTO chart.  
The first one is done for you.




Draw  to represent 100

Draw  to represent 10

Draw  to represent 1

a.

**351**

H	T	O
		
Value = <u>300</u>	Value = <u>50</u>	Value = <u>1</u>

b.

**218**

H	T	O
Value = _____	Value = _____	Value = _____

c.

**490**

H	T	O
Value = _____	Value = _____	Value = _____

d.

**108**

H	T	O
Value = _____	Value = _____	Value = _____

**9** Put (✓) to the correct statement or (X) to the incorrect statement.

- a. The value of the digit 5 in the number 354 is 50. ( )
- b. The value of the digit 8 in the number 837 is 8. ( )
- c. The place value of the digit 3 in the number 713 is tens. ( )
- d. The place value of the digit 0 in the number 304 is ones. ( )
- e. The value of the digit 0 in the number 704 is 10. ( )

**10** What is the number ? The first one is done for you.

a. What is the number ?

- The hundreds digit is 5.
- The ones digit is 4.
- The tens digit is 8.

584

b. What is the number ?

- The tens digit is 6.
- The ones digit is 3.
- The hundreds digit is 9.

c. What is the number ?

- The hundreds digit is 8.
- The tens digit is 6.
- The ones digit is 7.

d. What is the number ?

- The tens digit is 0.
- The hundreds digit is 4.
- The ones digit is 2.

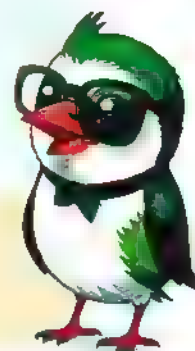
**11** What is the secret word ?

★ Write **A** if the value of 5 is 5

★ Write **B** if the value of 5 is 50

★ Write **N** if the value of 5 is 500

The letters will give you which fruit Bassem prefers.



**A**

653

715

502

135

510

5

Place  
a smiley  
face

# 3 to 6

- Standard form and expanded form
- Numbers in word form
- More numbers in word form
- Writing numbers in different forms



## Pre-study

*I can write the numbers in words.*



Ones		Numbers from 11 to 19		Tens	
1	one	11	eleven	10	ten
2	two	12	twelve	20	twenty
3	three	13	thirteen	30	thirty
4	four	14	fourteen	40	forty
5	five	15	fifteen	50	fifty
6	six	16	sixteen	60	sixty
7	seven	17	seventeen	70	seventy
8	eight	18	eighteen	80	eighty
9	nine	19	nineteen	90	ninety

## Check



Write the numbers in words.

a. 7

e. 1

i. 9

m. 2

q. 90

b. 50

f. 15

j. 8

n. 11

r. 6

c. 17

g. 14

k. 60

o. 80

s. 16

d. 30

h. 40

l. 13

p. 12

t. 10

### Notes for parents

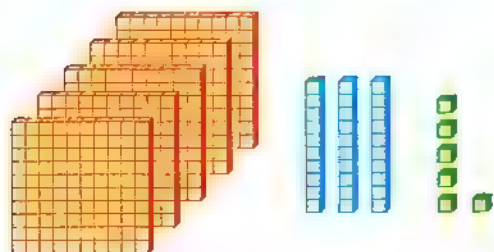
- Help your child write the previous numbers in words.



## Learn

### Different forms of 3-digit number

You can write numbers in different ways.



5 hundreds 3 tens 6 ones

Standard form : 536

Expanded form : 500 + 30 + 6

Word form : Five hundred thirty-six

### Example ①

Write in standard form.

a.  $700 + 50 + 4$

c.  $600 + 20$

e. Six hundred seventy-eight

b.  $800 + 9$

d. Five hundred fifteen

f. Four hundred forty

### Solution ✓

a. 754

c. 620

e. 678

b. 809

d. 515

f. 440



### Example ②

Write in word form.

a. 327

c.  $400 + 70 + 8$

b. 901

d. 160

### Solution ✓

a. Three hundred twenty-seven

c. Four hundred seventy-eight

b. Nine hundred one

d. One hundred sixty

### Example ③

Write in expanded form.

a. 784

c. Eight hundred, thirty-one

b. 403

d. Three hundred sixty

### Solution ✓

a.  $700 + 80 + 4$

c.  $800 + 30 + 1$

b.  $400 + 3$

d.  $300 + 60$

### Check



a. Write in expanded form.

1. 374 \_\_\_\_\_

2. 802 \_\_\_\_\_

3. 650 \_\_\_\_\_

4. Two hundred seventy-eight \_\_\_\_\_

b. Write in word form.

1. 782 \_\_\_\_\_

2. 316 \_\_\_\_\_

3.  $900 + 40 + 5$  \_\_\_\_\_

4.  $500 + 90$  \_\_\_\_\_



## Exercise

# 10

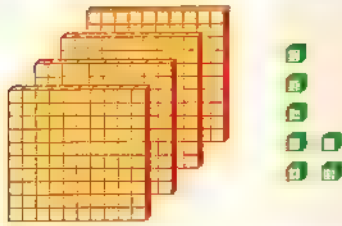
On Lessons 3 to 6

- Standard form and expanded form
- Numbers in word form
- More numbers in word form
- Writing numbers in different forms

### 1 Write the number in words.

a. 3	b. 15	c. 8	d. 7
e. 11	f. 20	g. 12	h. 4
i. 100	j. 5	k. 17	l. 18
m. 16	n. 13	o. 6	p. 30
q. 40	r. 50	s. 9	t. 19
u. 70	v. 14	w. 60	x. 10
y. 90	z. 80		

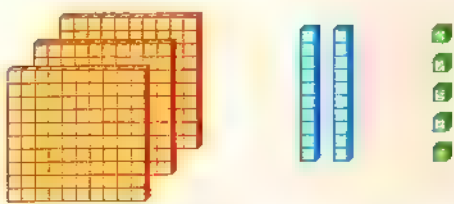
### 2 Write the number in different ways.

a.  \_\_\_\_\_ hundreds \_\_\_\_\_ tens **ones**

Expanded form : \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_

Standard form : \_\_\_\_\_

Word form : \_\_\_\_\_

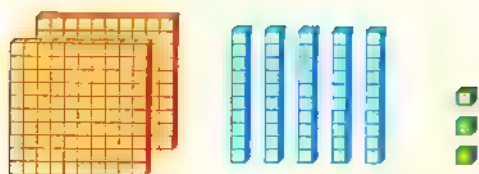
b.  \_\_\_\_\_ hundreds \_\_\_\_\_ tens \_\_\_\_\_ ones

Expanded form : \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_

Standard form : \_\_\_\_\_

Word form : \_\_\_\_\_

c.



\_\_\_\_\_ hundreds \_\_\_\_\_ tens \_\_\_\_\_ ones

Expanded form : \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_

Standard form : \_\_\_\_\_

Word form : \_\_\_\_\_



### 3 Write in expanded form.

$$253 = \text{_____} + \text{_____} + \text{_____}$$

$$638 = \text{_____} + \text{_____} + \text{_____}$$

$$891 = \text{_____} + \text{_____} + \text{_____}$$

$$572 = \text{_____} + \text{_____} + \text{_____}$$

$$444 = \text{_____} + \text{_____} + \text{_____}$$

$$706 = \text{_____} + \text{_____} + \text{_____}$$

$$596 = \text{_____} + \text{_____} + \text{_____}$$

$$177 = \text{_____} + \text{_____} + \text{_____}$$

$$219 = \text{_____} + \text{_____} + \text{_____}$$

$$922 = \text{_____} + \text{_____} + \text{_____}$$

$$340 = \text{_____} + \text{_____} + \text{_____}$$

$$900 = \text{_____} + \text{_____} + \text{_____}$$

### 4 Write in standard form.

$$300 + 70 + 8 = \text{_____}$$

$$700 + 40 + 7 = \text{_____}$$

$$100 + 20 + 3 = \text{_____}$$

$$800 + 10 + 9 = \text{_____}$$

$$200 + 70 + 2 = \text{_____}$$

$$600 + 30 = \text{_____}$$

$$500 + 50 = \text{_____}$$

$$500 + 80 + 7 = \text{_____}$$

$$200 + 30 + 5 = \text{_____}$$

$$900 + 60 + 1 = \text{_____}$$

$$400 + 50 + 6 = \text{_____}$$

$$300 + 10 + 1 = \text{_____}$$

$$800 + 80 + 8 = \text{_____}$$

$$400 + 4 = \text{_____}$$



**5** Write in standard form.

a. Four hundred thirty-five

c. Eight hundred fifty

e. Three hundred ninety-eight

g. Five hundred six

i. 9 hundreds + 8 ones + 4 tens

k. 3 hundreds + 5 tens

m. 4 ones + 2 hundreds

b. Six hundred seventy-one

d. Seven hundred twenty-four

f. Nine hundred seventeen

h. 2 hundreds + 6 tens + 9 ones

j. 3 tens + 7 hundreds + 3 ones

l. 6 hundreds + 6 ones

n. 7 tens + 8 hundreds

**6** Write in word form.

a. 735

c. 701

e. 211

g. 412

i. 658

k. 8 hundreds, 6 tens, 7 ones

m. 4 hundreds, 7 tens, 5 ones

b. 523

d. 817

f. 579

h. 950

j. 342

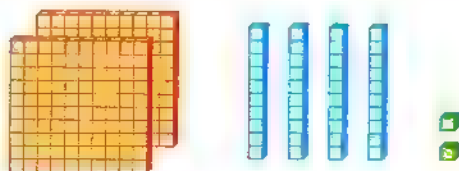
l. 1 hundred, 8 tens

n. 3 hundreds, 9 ones



**7** Write the number in another way.

a.



b.

$$600 + 70 + 5$$

\_\_\_\_\_

c.

7 hundreds 7 tens 7 ones

\_\_\_\_\_

d.

860

\_\_\_\_\_

e.

428

\_\_\_\_\_

f.

$$500 + 70$$

\_\_\_\_\_

g.

$$900 + 3$$

\_\_\_\_\_

h.

One hundred sixteen

\_\_\_\_\_



Place  
a smiley  
face

- Comparing numbers
- More of comparing numbers

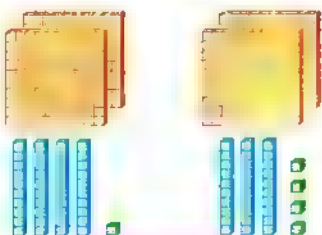


## Learn

### How to compare numbers ?

- When **comparing** 3-digit numbers, compare the hundreds first.

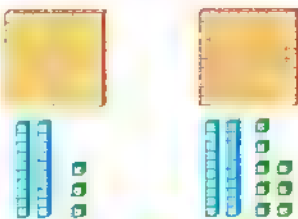
If the hundreds are the same, compare the tens.



40 is **greater than** 30  
So, 241 is greater than 234

$$241 > 234$$

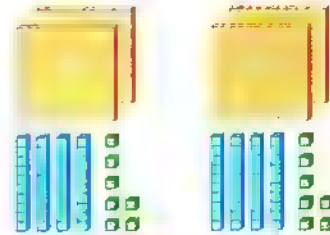
If the hundreds and tens are the same, compare the ones.



3 is **less than** 8  
So, 123 is **less than** 128

$$123 < 128$$

If the hundreds, tens and ones are the same, then the numbers are equal.



247 is **equal to** 247

$$247 = 247$$

- Use the value of each digit to compare numbers.

First compare the hundreds digits.

**672**   **675**

6 hundreds = 6 hundreds

If the hundreds digits are the same, compare the tens digits.

**672**   **675**

7 tens = 7 tens

If the tens digits are the same, compare the ones digits.

**672**   **675**

2 ones < 5 ones  
So, 672 is less than 675  
 $672 < 675$

- When comparing 3-digit number and 2-digit number, the 3-digit number is the greater.

**352** **>** **98**



352 has 300 hundreds  
but 98 has 0 hundreds.

## Check



Compare, write > , < or =.

a. 735 ○ 752

b. 371 ○ 79

c. 425 ○ 425

- Help your child know that : a three-digit number is greater than a two-digit number, and a two-digit number is greater than a one-digit number.

# Exercise

# 11

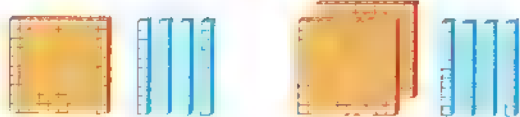
On Lessons 7 & 8

- Comparing numbers
- More of comparing numbers

From the school book

**1** Compare, write  $>$ ,  $<$  or  $=$ . The first one is done for you.

a.



140  $<$  240

b.



342  $=$  342

c.



431  $>$  413

d.



212  $<$  215

**2** Compare, write  $>$ ,  $<$  or  $=$ .

a. 725  $<$  752

c. 154  $=$  154

e. 45  $<$  178

g. 391  $>$  9

i. 187  $<$  211

k. 112  $<$  79

m. 99  $<$  618

o. 714  $<$  174

q. 47  $<$  129

b. 572  $<$  376

d. 38  $<$  100

f. 512  $<$  89

h. 512  $<$  521

j. 75  $<$  318

L. 315  $=$  315

n. 94  $<$  200

p. 762  $<$  760

r. 218  $<$  78

I put two dots next to 240 because it is the greater number and one dot next to 140 because it is the smaller one, and then I connect them.



### 3 Compare, write $>$ , $<$ or $=$ .

- |                    |  |                        |                                      |
|--------------------|--|------------------------|--------------------------------------|
| a. 4 ones          | <input type="radio"/> 2 tens             | b. 7 hundreds          | <input type="radio"/> 700            |
| c. 8 tens          | <input type="radio"/> 3 hundreds         | d. 4 hundreds          | <input type="radio"/> 9 ones         |
| e. 9 tens          | <input type="radio"/> 1 hundred          | f. $200 + 70 + 1$      | <input type="radio"/> $200 + 40 + 1$ |
| g. $500 + 70 + 1$  | <input type="radio"/> 625                | h. Two hundred fifteen | <input type="radio"/> 250            |
| i. 3 tens + 7 ones | <input type="radio"/> 1 hundred + 2 ones | j. Six hundred forty   | <input type="radio"/> 640            |

### 4 Write the number.

- Write the greatest and the smallest number formed from : 7, 8, 3  
The greatest number is \_\_\_\_\_, the smallest number is \_\_\_\_\_
- Write the greatest and the smallest number formed from : 3, 9, 6  
The greatest number is \_\_\_\_\_, the smallest number is \_\_\_\_\_
- Write the greatest and the smallest number formed from : 7, 2, 5  
The greatest number is \_\_\_\_\_, the smallest number is \_\_\_\_\_
- Write the greatest and the smallest number formed from : 1, 6, 0  
The greatest number is \_\_\_\_\_, the smallest number is \_\_\_\_\_
- Write the greatest and the smallest number formed from : 7, 0, 5  
The greatest number is \_\_\_\_\_, the smallest number is \_\_\_\_\_
- Write the greatest 3-digit number \_\_\_\_\_
- Write the smallest 3-digit number \_\_\_\_\_
- Write the greatest 3-different digit number \_\_\_\_\_
- Write the smallest 3-different digit number \_\_\_\_\_
- Write the greatest 3-same digit number \_\_\_\_\_
- Write the smallest 3-same digit number \_\_\_\_\_
- Write the greatest 3-digit even number \_\_\_\_\_
- Write the smallest 3-digit odd number \_\_\_\_\_

**5**  Write a number to get a correct statement.

- |                                     |   |
|-------------------------------------|---|
| a. $576 < \underline{\hspace{2cm}}$ | b. $907 < \underline{\hspace{2cm}}$     |
| c. $100 > \underline{\hspace{2cm}}$ | d. $\underline{\hspace{2cm}} < 891$     |
| e. $126 < \underline{\hspace{2cm}}$ | f. $700 + 1 = \underline{\hspace{2cm}}$ |



**6** Put (✓) to the correct statement or (X) to the incorrect statement.

- |   |         |
|---|---------|
| a. $782 > 395$                                    | (     ) |
| b. $97 > 102$                                     | (     ) |
| c. 7 tens $>$ 6 hundreds                          | (     ) |
| d. $500 + 30 + 7 < 500 + 40 + 9$                  | (     ) |
| e. $300 + 10 + 8 <$ three hundred eighteen        | (     ) |
| f. The greatest number formed from 3, 0, 9 is 903 | (     ) |

**7** Choose the correct answer.

- |  |                       |
|--|-----------------------|
| a. $749 > \underline{\hspace{2cm}}$                                      | ( 379 or 814 or 760 ) |
| b. $371 < \underline{\hspace{2cm}}$                                      | ( 299 or 370 or 375 ) |
| c. $800 + 30 + 7 > \underline{\hspace{2cm}}$                             | ( 923 or 823 or 900 ) |
| d. Seven hundred thirty-nine $< \underline{\hspace{2cm}}$                | ( 740 or 730 or 699 ) |
| e. The smallest number formed from 3, 8, 1 is $\underline{\hspace{2cm}}$ | ( 183 or 138 or 831 ) |
| f. The greatest number formed from 0, 7, 6 is $\underline{\hspace{2cm}}$ | ( 706 or 760 or 670 ) |
| g. 3 hundreds $< \underline{\hspace{2cm}}$                               | ( 432 or 196 or 99 )  |

Place  
a smiley  
face

# 9 & 10

- Ordering numbers
- More of ordering numbers



## Learn 1 Ordering from least to greatest

Put these numbers in order  
from least to greatest.  
(The ascending order).

777 463 400 500 775

You can order numbers  
from least to greatest  
or from greatest to  
least.

1 Compare the hundreds digits.

463 400 500 777 775

2 If the hundreds digits are  
the same, compare the  
tens digits.

400 463 500 777 775

3 If the tens digits are the same,  
compare the ones digits.

400 463 500 775 777

## Check



Write the numbers in order from least to greatest.

72 , 5 , 27 , 52 , 10

Order is : \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_

745 , 72 , 15 , 200 , 4

Order is : \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_

926 , 713 , 198 , 502 , 183

Order is : \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_

Ascending  
order



## Learn 2

### Ordering from greatest to least

Put these numbers in order

from greatest to least.

(The descending order).

251

547

395

257

372

1 Compare the hundreds digits.

547

372

395

251

257

2 If the hundreds digits are the same, compare the tens digits.

547

395

372

251

257

3 If the tens digits are the same, compare the ones digits.

547

395

372

257

251

## Check



Write the numbers in order from greatest to least.

7

12

25

47

29

Order is : \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_

19

82

130

10

210

Order is : \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_

273

499

500

25

167

Order is : \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_

345

492

572

490

333

Order is : \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_

Descending order



- Remind your child that a three-digit number is greater than a two-digit number, and a two-digit number is greater than a one-digit number.



## Learn 3

### Ordering numbers in different forms



**$500 + 30 + 7$**

expanded form

*two hundred  
forty-five*

word form

**745**

standard form

- The greatest number is : 745
- The smallest number is : two hundred forty-five.
- The ascending order is : two hundred forty-five ,  $500 + 30 + 7$  , 745
- The descending order is : 745 ,  $500 + 30 + 7$  , two hundred forty-five.

## Check



Circle the greatest number and underline the smallest number.

$300 + 50 + 9$  , six hundred twenty-one , 159

Ninety-five , 710 ,  $400 + 1$

379 , five hundred eleven ,  $500 + 10$

800 , nine hundred one ,  $800 + 20 + 9$


Five hundred thirty-eight , 537 ,  $500 + 30 + 9$



## Exercise

# 12

- Ordering numbers
- More of ordering numbers

 From the school book

### 1 Arrange from the smallest to the greatest "ascending order".

- a.  17 , 9 , 2 , 3 , 8

Order is \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_

- b. 32 , 91 , 57 , 14 , 52

Order is \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_

- c.  11 , 156 , 4 , 23 , 17

Order is \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_

- d. 14 , 79 , 177 , 191 , 24

Order is \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_

- e. 521 , 421 , 323 , 452 , 574

Order is \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_

- f. 371 , 47 , 827 , 99 , 315

Order is \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_

- g. 93 , 517 , 733 , 15 , 711

Order is \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_

- h. 700 , 707 , 777 , 770 , 77

Order is \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_



### 2 Arrange from the greatest to the smallest "descending order".

- a.  4 , 13 , 29 , 33 , 23

Order is \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_

- b.  28 , 4 , 38 , 241 , 34

Order is \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_

- c. 103 , 24 , 779 , 207 , 729

Order is \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_

- d. 900 , 990 , 909 , 999 , 99

Order is \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_

- e. 374 , 397 , 456 , 534 , 217

Order is \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_

- f. 472 , 522 , 844 , 572 , 537

Order is \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_

- g. 624 , 426 , 642 , 264 , 462

Order is \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_



**3** Arrange from the smallest to the greatest "ascending order".

- a. Eight hundred fifteen ,  $700 + 50 + 2$  , 850

Order is \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_

- b. Seventy-five , 715 ,  $700 + 5$

Order is \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_

- c. 461 , four hundred sixteen ,  $600 + 10 + 6$

Order is \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_

- d.  $300 + 20 + 9$  , 299 , three hundred thirty-three

Order is \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_

- e. 427 ,  $500 + 70 + 8$  , four hundred twenty-one

Order is \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_

- f. One hundred forty-seven , 127 ,  $100 + 70 + 4$

Order is \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_



**4** Arrange from the greatest to the smallest  
"descending order".

a. 830 , seven hundred eighty ,  $900 + 3$

Order is \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_

b. Five hundred thirty-eight , 79 ,  $500 + 80 + 3$

Order is \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_

c. 619 ,  $600 + 20$  , six hundred nine

Order is \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_

d. Three hundred fifteen , 350 ,  $300 + 50 + 1$

Order is \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_

e.  $800 + 30 + 4$  , 843 , eight hundred thirty-six

Order is \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_

f. 479 ,  $400 + 80 + 1$  , five hundred eleven

Order is \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_



**5** Write 4 numbers that can be formed from the digits 7 , 3 , 8 and  
arrange them from the smallest to the greatest.

The numbers are \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_

Order is \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_

**6** Write 4 numbers that can be formed from the digits 4 , 5 , 3 and  
arrange them from the greatest to the smallest.

The numbers are \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_

Order is \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_



4

CHAPTER





## Outcomes of chapter four :

At the end of chapter four, your child will be able to:

### ► Lessons 1 & 2 :

- Participate in calendar math activities.
- Explain the commutative property of addition.
- Apply mental math strategies to solve addition and subtraction problems.

### ► Lesson 3 :

- Participate in calendar math activities.
- Decompose a 2-digit number into tens and ones.

### ► Lesson 4 :

- Participate in calendar math activities.
- Add two 2-digit numbers without regrouping.
- Decompose 2-digit numbers to solve addition story problems.

### ► Lesson 5 :

- Participate in calendar math activities.
- Subtract 2-digit numbers without regrouping.
- Decompose 2-digit numbers to solve subtraction story problems.

### ► Lesson 6 :

- Participate in calendar math activities.
- Use place value to estimate sums and differences.
- Solve 2-digit addition and subtraction problems without regrouping.

### ► Lesson 7 :

- Participate in calendar math activities.
- Decompose 2-digit numbers to solve addition story problems.
- Use place value to estimate sums.

### ► Lessons 8 & 9 :

- Participate in calendar math activities.
- Decompose 2-digit numbers to solve addition problems.
- Mentally calculate sums of two 1-digit numbers.
- Solve 2-digit addition problems with and without regrouping.
- Model regrouping using pictures or manipulatives.

### ► Lesson 10 :

- Participate in calendar math activities.
- Collaborate to add four 2-digit numbers.



- Commutative property in addition
- More of mental applications on adding and subtracting



## Learn 1 Commutative property in addition

You can add in any order and the sum is the same.



I write  $4 + 2 = 6$  for this train.

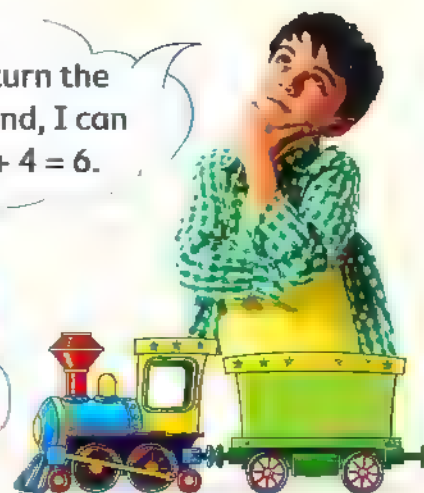


$$4 + 2 = 6$$



$$2 + 4 = 6$$

When I turn the train around, I can write  $2 + 4 = 6$ .



Then the addition is commutative.

### Check



Find the sum. The first one is done for you.

$$3 + 8 = 11$$

$$8 + 3 = 11$$

$$3 + 9 =$$

$$9 + 3 =$$

$$1 + 8 =$$

$$8 + 1 =$$

$$\begin{array}{r} 5 \\ + 3 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 4 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 2 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ + 11 \\ \hline \end{array} \quad \begin{array}{r} 11 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ + 3 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ + 12 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ + 7 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ + 10 \\ \hline \end{array}$$

- Ask your child to use small cubes to show  $6 + 3$  and  $3 + 6$ , and then ask him/her to tell you why the two sums are the same.



## Learn 2

### Mental applications on adding and subtracting

#### Use count on to add

What is  $5 + 24$  ?

Start at 24.

Then count on 5 more.

25, 26, 27, 28, 29

The sum is 29.

Then :  $5 + 24 = 29$

#### Use count back to subtract

What is  $43 - 6$  ?

Start at 43.

Then count back 6.

42, 41, 40, 39, 38, 37

The difference is 37.

Then :  $43 - 6 = 37$

#### Check



Count on to find the sum.

$$53 + 7 = \underline{\quad}$$

$$9 + 14 = \underline{\quad}$$

$$8 + 61 = \underline{\quad}$$

$$20 + 6 = \underline{\quad}$$

$$5 + 87 = \underline{\quad}$$

Count back to find the difference.

$$31 - 1 = \underline{\quad}$$

$$26 - 5 = \underline{\quad}$$

$$44 - 9 = \underline{\quad}$$

$$13 - 7 = \underline{\quad}$$

$$60 - 2 = \underline{\quad}$$




## Exercise

# 13

On Lessons 1 & 2

- Commutative property in addition
- More of mental applications on adding and subtracting

 From the school book

### 1 Complete.

a.  $7 + 8 = 8 + \underline{\quad}$

c.  $\underline{\quad} + 5 = 5 + 3$

e.  $5 + 15 = 15 + \underline{\quad}$

b.  $7 + 4 = 4 + \underline{\quad}$

d.  $8 + 4 = \underline{\quad} + 8$

f.  $30 + \underline{\quad} = 9 + 30$

### 2 Color the addition sentences in each row that have the same sum.

a.  $13 + 5$

$12 + 5$

$5 + 13$

b.  $4 + 16$

$16 + 4$

$15 + 4$

c.  $7 + 17$

$7 + 16$

$16 + 7$

d.  $13 + 3$

$13 + 2$

$2 + 13$

### 3 Add.

a. 
$$\begin{array}{r} 8 \\ + 5 \\ \hline \end{array}$$

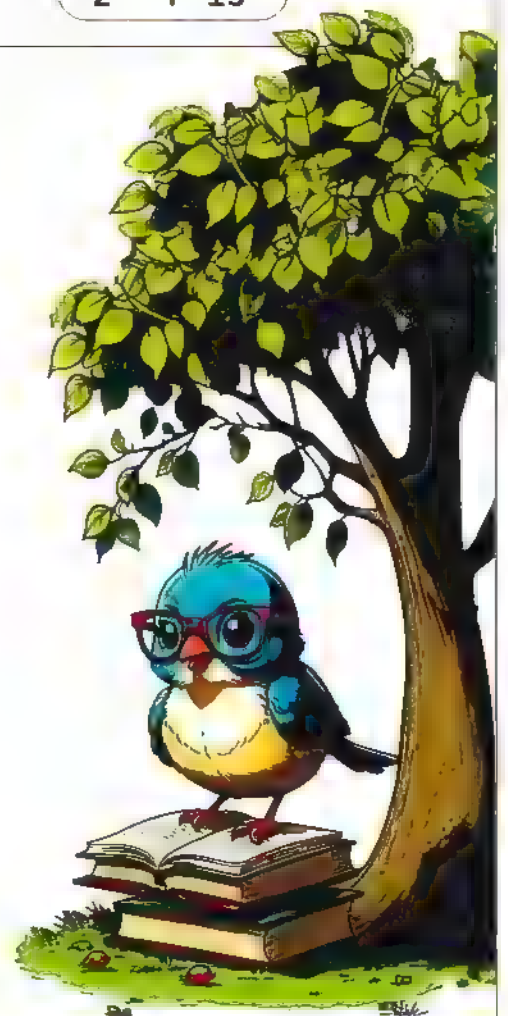
b. 
$$\begin{array}{r} 3 \\ + 7 \\ \hline \end{array}$$

c. 
$$\begin{array}{r} 9 \\ + 4 \\ \hline \end{array}$$

d. 
$$\begin{array}{r} 14 \\ + 3 \\ \hline \end{array}$$

e. 
$$\begin{array}{r} 17 \\ + 2 \\ \hline \end{array}$$

f. 
$$\begin{array}{r} 11 \\ + 8 \\ \hline \end{array}$$



**4** Find the sum. Then rewrite the problems by switching the addends and solve it. The first one is done for you.

a.  $3 + 15 = \underline{18}$    $\underline{15} + \underline{3} = \underline{18}$

b.   $8 + 9 = \underline{\quad}$    $\underline{\quad} + \underline{\quad} = \underline{\quad}$

c.   $14 + 4 = \underline{\quad}$    $\underline{\quad} + \underline{\quad} = \underline{\quad}$

d.   $9 + 15 = \underline{\quad}$    $\underline{\quad} + \underline{\quad} = \underline{\quad}$

e.  $6 + 18 = \underline{\quad}$    $\underline{\quad} + \underline{\quad} = \underline{\quad}$

f.   $12 + 8 = \underline{\quad}$    $\underline{\quad} + \underline{\quad} = \underline{\quad}$

**5** Add.

a.  $\begin{array}{r} 64 \\ + 8 \\ \hline \end{array}$

b.  $\begin{array}{r} 39 \\ + 5 \\ \hline \end{array}$

c.  $\begin{array}{r} 72 \\ + 9 \\ \hline \end{array}$

d.  $\begin{array}{r} 14 \\ + 6 \\ \hline \end{array}$

e.  $\begin{array}{r} 83 \\ + 7 \\ \hline \end{array}$

f.  $\begin{array}{r} 55 \\ + 4 \\ \hline \end{array}$

g.  $\begin{array}{r} 28 \\ + 3 \\ \hline \end{array}$

h.  $\begin{array}{r} 47 \\ + 6 \\ \hline \end{array}$

i.  $\begin{array}{r} 91 \\ + 7 \\ \hline \end{array}$

j.  $\begin{array}{r} 59 \\ + 2 \\ \hline \end{array}$

**6** Subtract.

a.  $\begin{array}{r} 53 \\ - 8 \\ \hline \end{array}$

b.  $\begin{array}{r} 61 \\ - 3 \\ \hline \end{array}$

c.  $\begin{array}{r} 77 \\ - 9 \\ \hline \end{array}$

d.  $\begin{array}{r} 16 \\ - 7 \\ \hline \end{array}$

e.  $\begin{array}{r} 20 \\ - 4 \\ \hline \end{array}$

f.  $\begin{array}{r} 31 \\ - 2 \\ \hline \end{array}$

g.  $\begin{array}{r} 46 \\ - 8 \\ \hline \end{array}$

h.  $\begin{array}{r} 82 \\ - 5 \\ \hline \end{array}$

i.  $\begin{array}{r} 84 \\ - 6 \\ \hline \end{array}$

j.  $\begin{array}{r} 62 \\ - 3 \\ \hline \end{array}$

**7** Find the result.

a.  $35 + 7 = \underline{\hspace{2cm}}$

d.  $28 + 7 = \underline{\hspace{2cm}}$

g.  $32 + 5 = \underline{\hspace{2cm}}$

j.  $63 + 9 = \underline{\hspace{2cm}}$

m.  $45 - 8 = \underline{\hspace{2cm}}$

p.  $19 - 3 = \underline{\hspace{2cm}}$

s.  $61 - 2 = \underline{\hspace{2cm}}$

v.  $56 - 8 = \underline{\hspace{2cm}}$

b.  $72 + 8 = \underline{\hspace{2cm}}$

e.  $37 + 7 = \underline{\hspace{2cm}}$

h.  $24 + 6 = \underline{\hspace{2cm}}$

k.  $87 + 4 = \underline{\hspace{2cm}}$

n.  $24 - 7 = \underline{\hspace{2cm}}$

q.  $23 - 4 = \underline{\hspace{2cm}}$

t.  $34 - 7 = \underline{\hspace{2cm}}$

w.  $47 - 9 = \underline{\hspace{2cm}}$

c.  $42 + 6 = \underline{\hspace{2cm}}$

f.  $15 + 8 = \underline{\hspace{2cm}}$

i.  $59 + 6 = \underline{\hspace{2cm}}$

l.  $48 + 8 = \underline{\hspace{2cm}}$

o.  $32 - 5 = \underline{\hspace{2cm}}$

r.  $15 - 9 = \underline{\hspace{2cm}}$

u.  $22 - 8 = \underline{\hspace{2cm}}$

x.  $71 - 6 = \underline{\hspace{2cm}}$

**8** Put (✓) to the correct statement or (X) to the incorrect statement.

a.  $35 + 8 = 42$  (   )

c.  $43 - 7 = 26$  (   )

e.  $9 + 5 = 10 + 4$  (   )

g.  $72 + 7 = 77$  (   )

i.  $8 + 3 > 3 + 8$  (   )

k.  $28 - 9 = 21$  (   )

m.  $63 - 4 = 59$  (   )

b.  $7 + 8 = 8 + 7$  (   )

d.  $52 - 3 = 49$  (   )

f.  $25 + 9 = 33$  (   )

h.  $18 - 9 = 9$  (   )

j.  $42 - 6 = 36$  (   )

l.  $70 + 1 = 80$  (   )

n.  $23 + 8 < 51 - 17$  (   )



Place  
a smiley  
face

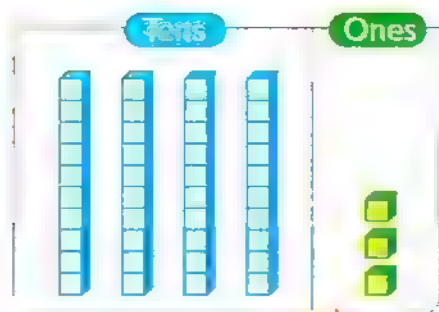
# Decomposing numbers into ones and tens



## Learn

How to decompose a 2-digit number ?

**Decompose** a 2-digit number means writing it as sum of tens and ones.



$$\begin{array}{c} 43 \\ \swarrow \searrow \\ 40 + 3 \end{array}$$

The digit 4 is in the tens place. This means 4 has a value of 40.



The digit 3 is in the ones place. This means 3 has a value of 3.

## Check



Decompose the numbers. The first one is done for you.



26

$$\boxed{20} + \boxed{6}$$

59

$$\boxed{\quad} + \boxed{\quad}$$



71

$$\boxed{\quad} + \boxed{\quad}$$

### Notes for parents

- Give your child a number of objects, such as paper clips (fewer than 100). Ask your child to put them in groups of tens and ones and tell you how many there are in all.

# Exercise

# 14

On Lesson 3

## Decomposing numbers into ones and tens

From the school book

**1** Circle what is the value of the **blue** digit.

a.

36

60 or 6

b.

57

5 or 50

c.

40

40 or 4

d.

73

30 or 3

e.

26

2 or 20

f.

61

1 or 10

g.

71

70 or 7

h.

67

60 or 6

i.

14

10 or 1

j.

54

50 or 5

k.


84

4 or 40

l.

51

1 or 10

**2**  Decompose each number in two ways. Draw sticks to show Tens and dots to show Ones. Then write the Tens and Ones in the number boxes.

a.

Tens	Ones



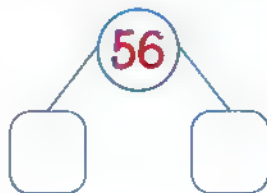
b.

Tens	Ones



c.

Tens	Ones



d.

Tens	Ones



e.

Tens	Ones



f.

Tens	Ones



### 3 Choose the correct answer.

- |                  |                     |
|------------------|---------------------|
| a. $40 + 2 =$ —  | ( 42 or 24 or 14 )  |
| b. $90 + 5 =$ —  | ( 59 or 509 or 95 ) |
| c. $6 + 70 =$ —  | ( 670 or 76 or 67 ) |
| d. $50 + 1 =$ —  | ( 501 or 51 or 15 ) |
| e. $9 + 10 =$ —  | ( 910 or 91 or 19 ) |
| f. $30 + 8 =$ —  | ( 38 or 83 or 308 ) |
| g. $70 +$ — = 72 | ( 2 or 20 or 22 )   |
| h. — + 5 = 35    | ( 3 or 30 or 300 )  |
| i. $7 +$ — = 87  | ( 8 or 80 or 800 )  |

### 4 Match.

a.  $50 + 4$

b. 79

c. 97

d.  $5 + 40$

e.  $60 + 8$

45

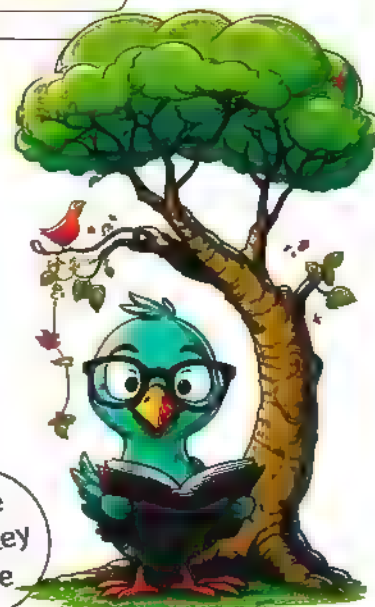
$90 + 7$

68

54

$70 + 9$

Place  
a smiley  
face



## Adding without regrouping









## Learn

- How to add  $52 + 37$ ?

## First way

Decompose by drawing sticks for tens and small squares for ones for each addend to add.

$$52 + 37 = 89$$

Tens	Ones	Tens	Ones	Tens	Ones
					

I added the ones

$$2 + 7 = 9$$

I added the tens

$$50 + 30 = 80$$

How many in all?

$$80 + 9 = 89$$

$$\text{So, } 52 + 37 = 89$$

## Second way

Decompose each addend into tens and ones to add.

$$\begin{array}{c} 52 \\ \swarrow \downarrow \searrow \\ 50 + 2 \end{array} + \begin{array}{c} 37 \\ \swarrow \downarrow \searrow \\ 30 + 7 \end{array} = \begin{array}{c} 89 \\ \swarrow \downarrow \searrow \\ 80 + 9 \end{array}$$



## Notes for parents

- Make sure that your child added ones to ones and tens to tens.
- Ask your child to explain how to decompose an addend.

## Check

Draw sticks and small squares to add.

$$23 + 16 = \underline{\quad}$$

Tens	Ones	Tens	Ones	Tens	Ones

• Add the ones  $\underline{\quad} + \underline{\quad} = \underline{\quad}$

• Add the tens  $\underline{\quad} + \underline{\quad} = \underline{\quad}$

• How many in all?  
 $\underline{\quad} + \underline{\quad} = \underline{\quad}$

So,  $23 + 16 = \underline{\quad}$

Decompose each addend to add.

$$\begin{array}{c} 34 \\ \swarrow \downarrow \\ \boxed{\phantom{0}} + \boxed{\phantom{0}} \end{array} + \begin{array}{c} 25 \\ \swarrow \downarrow \\ \boxed{\phantom{0}} + \boxed{\phantom{0}} \end{array} = \begin{array}{c} \phantom{00} \\ \swarrow \downarrow \\ \boxed{\phantom{0}} + \boxed{\phantom{0}} \end{array}$$

• Add the ones  $\underline{\quad} + \underline{\quad} = \underline{\quad}$

• Add the tens  $\underline{\quad} + \underline{\quad} = \underline{\quad}$

• How many in all?  
 $\underline{\quad} + \underline{\quad} = \underline{\quad}$

So,  $34 + 25 = \underline{\quad}$

$$\begin{array}{c} 12 \\ \swarrow \downarrow \\ \boxed{\phantom{0}} + \boxed{\phantom{0}} \end{array} + \begin{array}{c} 66 \\ \swarrow \downarrow \\ \boxed{\phantom{0}} + \boxed{\phantom{0}} \end{array} = \begin{array}{c} \phantom{00} \\ \swarrow \downarrow \\ \boxed{\phantom{0}} + \boxed{\phantom{0}} \end{array}$$

• Add the ones  $\underline{\quad} + \underline{\quad} = \underline{\quad}$

• Add the tens  $\underline{\quad} + \underline{\quad} = \underline{\quad}$

• How many in all?  
 $\underline{\quad} + \underline{\quad} = \underline{\quad}$

So,  $12 + 66 = \underline{\quad}$



• Help your child remember the two ways of addition to solve the problems in this page.

# Exercise

# 15

On Lesson 4

## Adding without regrouping

From the school book

**1** Draw sticks and small squares to add.

a.  $34 + 42 =$  \_\_\_\_\_

Tens	Ones	Tens	Ones	Tens	Ones

• Add the ones \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

• Add the tens \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

• How many in all ?

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

So,  $34 + 42 =$  \_\_\_\_\_

b.  $15 + 51 =$  \_\_\_\_\_

Tens	Ones	Tens	Ones	Tens	Ones

• Add the ones \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

• Add the tens \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

• How many in all ?

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

So,  $15 + 51 =$  \_\_\_\_\_

c.  $22 + 74 =$  \_\_\_\_\_

Tens	Ones	Tens	Ones	Tens	Ones

• Add the ones \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

• Add the tens \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

• How many in all ?

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

So,  $22 + 74 =$  \_\_\_\_\_

d.  $67 + 20 =$  \_\_\_\_\_

Tens	Ones	Tens	Ones	Tens	Ones

• Add the ones \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

• Add the tens \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

• How many in all ?

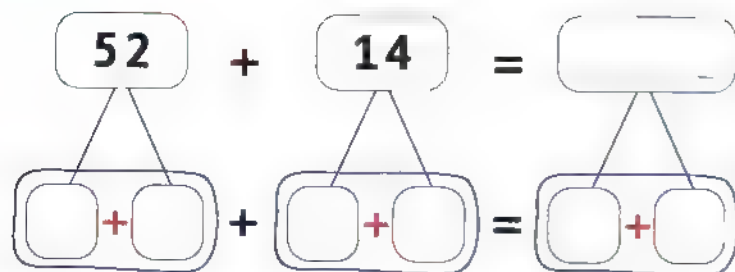
\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

So,  $67 + 20 =$  \_\_\_\_\_



## 2 Decompose each addend to add.

a.



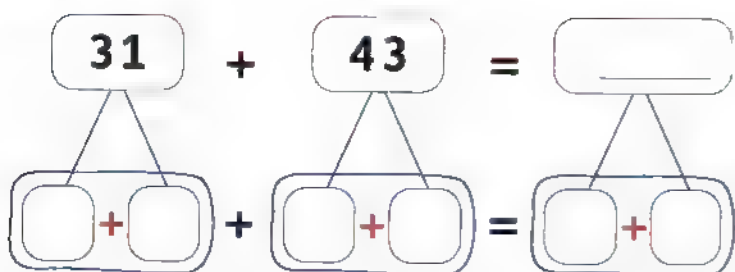
• Add the ones  $\phantom{0} + \phantom{0} = \phantom{0}$

• Add the tens  $\phantom{0} + \phantom{0} = \phantom{0}$

• How many in all ?  
 $\phantom{00} + \phantom{00} = \phantom{00}$

So,  $52 + 14 = \phantom{00}$

b.



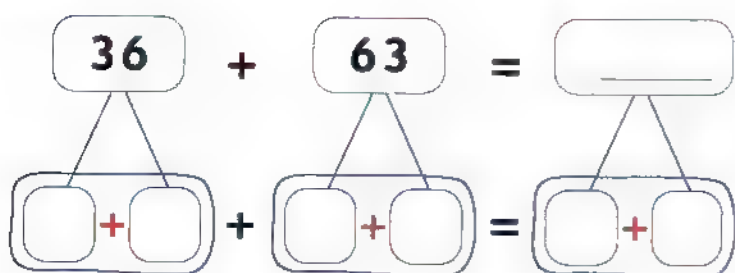
• Add the ones  $\phantom{0} + \phantom{0} = \phantom{0}$

• Add the tens  $\phantom{0} + \phantom{0} = \phantom{0}$

• How many in all ?  
 $\phantom{00} + \phantom{00} = \phantom{00}$

So,  $31 + 43 = \phantom{00}$

c.



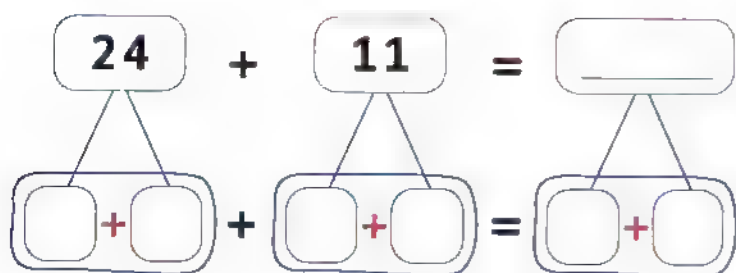
• Add the ones  $\phantom{0} + \phantom{0} = \phantom{0}$

• Add the tens  $\phantom{0} + \phantom{0} = \phantom{0}$

• How many in all ?  
 $\phantom{00} + \phantom{00} = \phantom{00}$

So,  $36 + 63 = \phantom{00}$

d.




• Add the ones  $\phantom{0} + \phantom{0} = \phantom{0}$

• Add the tens  $\phantom{0} + \phantom{0} = \phantom{0}$

• How many in all ?  
 $\phantom{00} + \phantom{00} = \phantom{00}$

So,  $24 + 11 = \phantom{00}$

### 3 Find the answer.

- a.  Miryam found 68 seashells on the beach. Her sister found 21 seashells.

How many seashells did they find in all?

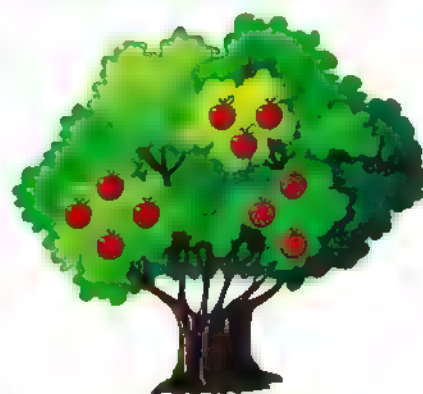
<div style="border: 1px solid black; width: 40px; height: 25px; margin: 0 auto;"></div>		+	<div style="border: 1px solid black; width: 40px; height: 25px; margin: 0 auto;"></div>		=	<div style="border: 1px solid black; width: 40px; height: 25px; margin: 0 auto;"></div>	
Tens	Ones		Tens	Ones		Tens	Ones



- b. A garden has 41 apple trees and 56 orange trees.

How many trees are there in the garden ?

<div style="border: 1px solid black; width: 40px; height: 25px; margin: 0 auto;"></div>		+	<div style="border: 1px solid black; width: 40px; height: 25px; margin: 0 auto;"></div>		=	<div style="border: 1px solid black; width: 40px; height: 25px; margin: 0 auto;"></div>	
Tens	Ones		Tens	Ones		Tens	Ones



- c.  Aisha went on a bug hunt. She counted 62 ants and 26 crickets.

How many bugs did she find in all?

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- d.  Layla has a collection of stickers. She has 54 car stickers and 44 superhero stickers. How many stickers does Layla have all together?

---



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**4** Solve each of the following addition problems.

a. 
$$\begin{array}{r} 52 \\ + 34 \\ \hline \end{array}$$

Work area

b. 
$$\begin{array}{r} 21 \\ + 18 \\ \hline \end{array}$$

Work area

c. 
$$\begin{array}{r} 36 \\ + 11 \\ \hline \end{array}$$

Work area

d. 
$$\begin{array}{r} 62 \\ + 25 \\ \hline \end{array}$$

Work area

e. 
$$\begin{array}{r} 83 \\ + 4 \\ \hline \end{array}$$

Work area

f. 
$$\begin{array}{r} 73 \\ + 20 \\ \hline \end{array}$$

Work area



**Think:**  
4 is 4 ones  
and  
0 tens.



**Think:**  
20 is 2 tens  
and  
0 ones.

**5** Find the result of each of the following.

a.  $23 + 45 = \underline{\quad}$

c.  $42 + 53 = \underline{\quad}$

e.  $31 + 60 = \underline{\quad}$

g.  $7 + 41 = \underline{\quad}$

i.  $82 + 5 = \underline{\quad}$

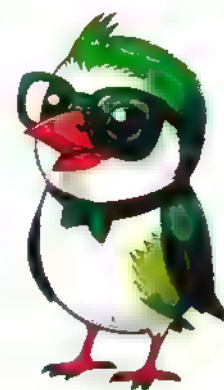
b.  $14 + 15 = \underline{\quad}$

d.  $63 + 26 = \underline{\quad}$

f.  $33 + 25 = \underline{\quad}$

h.  $19 + 10 = \underline{\quad}$

j.  $56 + 22 = \underline{\quad}$



Place  
a smiley  
face

## Subtracting without regrouping

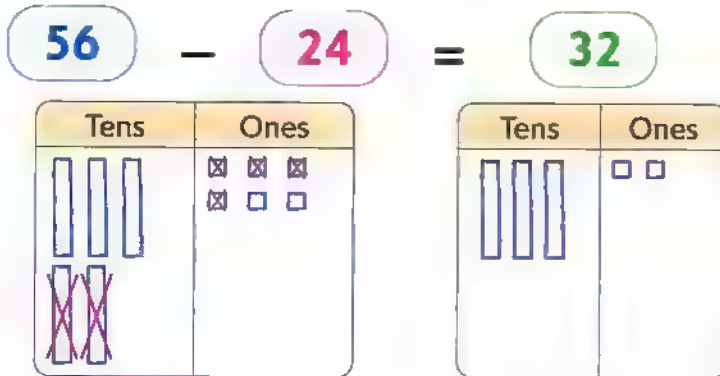


## Learn

- How to subtract  $56 - 24$ ?

## First way

Decompose by drawing sticks for tens and small squares for ones for the first number, then take away the second number to subtract.



I subtracted the ones

$$6 - 4 = 2$$

I subtracted the tens

$$50 - 20 = 30$$

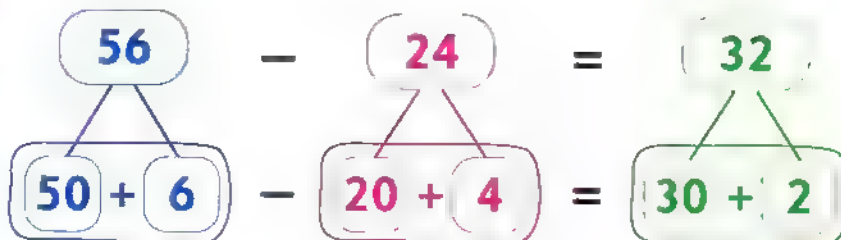
How many in all?

$$30 + 2 = 32$$

$$\text{So, } 56 - 24 = 32$$

## Second way

Decompose each number into tens and ones to subtract.



## Notes for parents

- Make sure that your child subtracted the smaller number from the greater number and subtracted ones from ones and tens from tens.
- Ask your child to remember how to decompose the numbers.



Draw sticks and small squares. Take away to subtract.

$$64 - 13 =$$

Tens	Ones

Tens	Ones

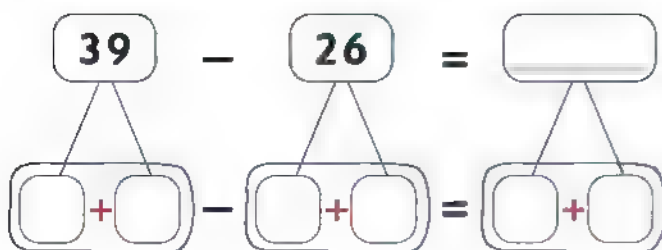
• Subtract the ones  $\underline{\quad} - \underline{\quad} = \underline{\quad}$

• Subtract the tens  $\underline{\quad} - \underline{\quad} = \underline{\quad}$

• How many in all ?  
 $\underline{\quad} + \underline{\quad} = \underline{\quad}$

So,  $64 - 13 =$

Decompose each number to subtract.

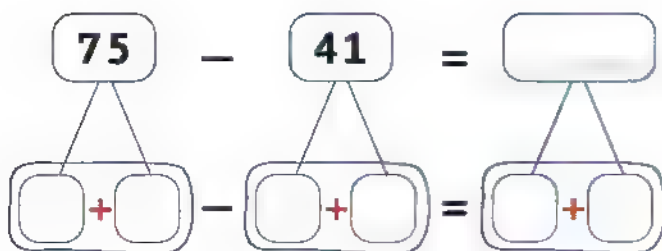


• Subtract the ones  $\underline{\quad} - \underline{\quad} = \underline{\quad}$

• Subtract the tens  $\underline{\quad} - \underline{\quad} = \underline{\quad}$

• How many in all ?  
 $\underline{\quad} + \underline{\quad} = \underline{\quad}$

So,  $39 - 26 =$



• Subtract the ones  $\underline{\quad} - \underline{\quad} = \underline{\quad}$

• Subtract the tens  $\underline{\quad} - \underline{\quad} = \underline{\quad}$

• How many in all ?  
 $\underline{\quad} + \underline{\quad} = \underline{\quad}$

So,  $75 - 41 =$



# Exercise

# 16

On Lesson 5

## Subtracting without regrouping

From the school book

**1** Draw sticks and small squares to subtract.

a.  $49 - 32 =$  \_\_\_\_\_

Tens	Ones

Tens	Ones

• Subtract the ones \_\_\_\_\_ - \_\_\_\_\_ = \_\_\_\_\_

• Subtract the tens \_\_\_\_\_ - \_\_\_\_\_ = \_\_\_\_\_

• How many in all ?  
\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

So,  $49 - 32 =$  \_\_\_\_\_

b.  $87 - 55 =$  \_\_\_\_\_

Tens	Ones

Tens	Ones

• Subtract the ones \_\_\_\_\_ - \_\_\_\_\_ = \_\_\_\_\_

• Subtract the tens \_\_\_\_\_ - \_\_\_\_\_ = \_\_\_\_\_

• How many in all ?  
\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

So,  $87 - 55 =$  \_\_\_\_\_

c.  $76 - 34 =$  \_\_\_\_\_

Tens	Ones

Tens	Ones

• Subtract the ones \_\_\_\_\_ - \_\_\_\_\_ = \_\_\_\_\_

• Subtract the tens \_\_\_\_\_ - \_\_\_\_\_ = \_\_\_\_\_

• How many in all ?  
\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

So,  $76 - 34 =$  \_\_\_\_\_

d.  $35 - 20 =$  \_\_\_\_\_

Tens	Ones

Tens	Ones

• Subtract the ones \_\_\_\_\_ - \_\_\_\_\_ = \_\_\_\_\_

• Subtract the tens \_\_\_\_\_ - \_\_\_\_\_ = \_\_\_\_\_

• How many in all ?  
\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

So,  $35 - 20 =$  \_\_\_\_\_



## 2 Decompose each number into tens and ones to subtract.

a.

$$\begin{array}{c} \boxed{94} \\ \swarrow \searrow \\ \boxed{\phantom{0}} + \boxed{\phantom{0}} \end{array} - \begin{array}{c} \boxed{52} \\ \swarrow \searrow \\ \boxed{\phantom{0}} + \boxed{\phantom{0}} \end{array} = \begin{array}{c} \boxed{\phantom{00}} \\ \swarrow \searrow \\ \boxed{\phantom{0}} + \boxed{\phantom{0}} \end{array}$$

- Subtract the ones  $\phantom{00} - \phantom{00} = \phantom{00}$
- Subtract the tens  $\phantom{00} - \phantom{00} = \phantom{00}$
- How many in all?  $\phantom{00} + \phantom{00} = \phantom{00}$

So,  $94 - 52 = \phantom{00}$

b.

$$\begin{array}{c} \boxed{86} \\ \swarrow \searrow \\ \boxed{\phantom{0}} + \boxed{\phantom{0}} \end{array} - \begin{array}{c} \boxed{33} \\ \swarrow \searrow \\ \boxed{\phantom{0}} + \boxed{\phantom{0}} \end{array} = \begin{array}{c} \boxed{\phantom{00}} \\ \swarrow \searrow \\ \boxed{\phantom{0}} + \boxed{\phantom{0}} \end{array}$$

- Subtract the ones  $\phantom{00} - \phantom{00} = \phantom{00}$
- Subtract the tens  $\phantom{00} - \phantom{00} = \phantom{00}$
- How many in all?  $\phantom{00} + \phantom{00} = \phantom{00}$

So,  $86 - 33 = \phantom{00}$

c.

$$\begin{array}{c} \boxed{77} \\ \swarrow \searrow \\ \boxed{\phantom{0}} + \boxed{\phantom{0}} \end{array} - \begin{array}{c} \boxed{16} \\ \swarrow \searrow \\ \boxed{\phantom{0}} + \boxed{\phantom{0}} \end{array} = \begin{array}{c} \boxed{\phantom{00}} \\ \swarrow \searrow \\ \boxed{\phantom{0}} + \boxed{\phantom{0}} \end{array}$$

- Subtract the ones  $\phantom{00} - \phantom{00} = \phantom{00}$
- Subtract the tens  $\phantom{00} - \phantom{00} = \phantom{00}$
- How many in all?  $\phantom{00} + \phantom{00} = \phantom{00}$

So,  $77 - 16 = \phantom{00}$

d.

$$\begin{array}{c} \boxed{42} \\ \swarrow \searrow \\ \boxed{\phantom{0}} + \boxed{\phantom{0}} \end{array} - \begin{array}{c} \boxed{20} \\ \swarrow \searrow \\ \boxed{\phantom{0}} + \boxed{\phantom{0}} \end{array} = \begin{array}{c} \boxed{\phantom{00}} \\ \swarrow \searrow \\ \boxed{\phantom{0}} + \boxed{\phantom{0}} \end{array}$$

- Subtract the ones  $\phantom{00} - \phantom{00} = \phantom{00}$
- Subtract the tens  $\phantom{00} - \phantom{00} = \phantom{00}$
- How many in all?  $\phantom{00} + \phantom{00} = \phantom{00}$

So,  $42 - 20 = \phantom{00}$

### 3 Find the answer.

- a.  Kamilah sewed 59 beads on her dress. Unfortunately, 16 of them fell off. How many beads were left on her dress ?


	-		=	
Tens		Ones		Tens



- b.  Rashida had 26 dates. She gave 13 to her sister. How many dates does Rashida have left ?

	-		=	
Tens		Ones		Tens



- c.  Samir had 65 coins in his collection but then he lost 24 of them. How many coins did he have left ?

	-		=	
Tens		Ones		Tens



- d. Karim has 38 marbles. His sister Karma has 23 marbles. How many more marbles does Karim have than Karma ?

	-		=	
Tens		Ones		Tens



**4** Find the difference in each of the following problems.

a. 
$$\begin{array}{r} 79 \\ - 14 \\ \hline \end{array}$$
 Work area

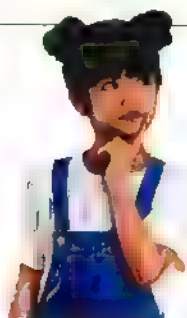
b. 
$$\begin{array}{r} 17 \\ - 13 \\ \hline \end{array}$$
 Work area

c. 
$$\begin{array}{r} 26 \\ - 16 \\ \hline \end{array}$$
 Work area

d. 
$$\begin{array}{r} 82 \\ - 71 \\ \hline \end{array}$$
 Work area

e. 
$$\begin{array}{r} 38 \\ - 6 \\ \hline \end{array}$$
 Work area

f. 
$$\begin{array}{r} 95 \\ - 40 \\ \hline \end{array}$$
 Work area



**Think:**

6 is 6 ones  
and  
0 tens.



**Think:**

40 is 4 tens  
and  
0 ones.

**5** Find the result of each of the following.

a.  $53 - 12 = \underline{\quad}$

c.  $78 - 68 = \underline{\quad}$

e.  $49 - 25 = \underline{\quad}$

g.  $58 - 34 = \underline{\quad}$

i.  $68 - 40 = \underline{\quad}$

b.  $95 - 4 = \underline{\quad}$

d.  $86 - 32 = \underline{\quad}$

f.  $77 - 46 = \underline{\quad}$

h.  $89 - 82 = \underline{\quad}$

j.  $39 - 19 = \underline{\quad}$



Place  
a smiley  
face

# Lesson 6

## Estimating the sum and the difference

### Learn 1 Using numbers chart to estimate

**Estimation** is finding a number that is **close** to another number.

Estimation makes the numbers easier to add and subtract.

You can use the 120 chart to estimate a 2-digit number.

- **12** is closer to **10**
- **58** is closer to **60**

111	112	113	114	115	116	117	118	119	120
101	102	103	104	105	106	107	108	109	110
91	92	93	94	95	96	97	98	99	100
81	82	83	84	85	86	87	88	89	90
71	72	73	74	75	76	77	78	79	80
61	62	63	64	65	66	67	68	69	70
51	52	53	54	55	56	57	58	59	60
41	42	43	44	45	46	47	48	49	50
31	32	33	34	35	36	37	38	39	40
21	22	23	24	25	26	27	28	29	30
11	12	13	14	15	16	17	18	19	20
1	2	3	4	5	6	7	8	9	10

I can use the nearest ten to estimate.



### Check

Use the 120 chart to estimate the following numbers.

a. 41 is closer to _____	b. 26 is closer to _____	c. 14 is closer to _____
d. 8 is closer to _____	e. 89 is closer to _____	f. 73 is closer to _____
g. 57 is closer to _____	h. 18 is closer to _____	i. 32 is closer to _____

- Make sure that your child understood the estimation.
- Find more numbers and ask your child to find the closer number.



## Learn 2

## Estimation to add and subtract using numbers chart

You can use the 120 chart to estimate in addition and subtraction.

- 48 is closer to 50
- 21 is closer to 20

111	112	113	114	115	116	117	118	119	120
101	102	103	104	105	106	107	108	109	110
91	92	93	94	95	96	97	98	99	100
81	82	83	84	85	86	87	88	89	90
71	72	73	74	75	76	77	78	79	80
61	62	63	64	65	66	67	68	69	70
51	52	53	54	55	56	57	58	59	60
41	42	43	44	45	46	47	48	49	50
31	32	33	34	35	36	37	38	39	40
21	22	23	24	25	26	27	28	29	30
11	12	13	14	15	16	17	18	19	20
1	2	3	4	5	6	7	8	9	10

In addition

Think:

$$\begin{array}{r} 48 \\ + 21 \\ \hline \end{array}$$

$$\begin{array}{r} 50 \\ + 20 \\ \hline 70 \end{array}$$

So,  $48 + 21$  is about 70

In subtraction

Think:

$$\begin{array}{r} 48 \\ - 21 \\ \hline \end{array}$$

$$\begin{array}{r} 50 \\ - 20 \\ \hline 30 \end{array}$$

So,  $48 - 21$  is about 30

## Check



Use the 120 chart to estimate.

a.

Think:

$$\begin{array}{r} 27 \\ + 11 \\ \hline \end{array}$$

$$\begin{array}{r} \square \\ + \square \\ \hline \square \end{array}$$

$27 + 11$  is about \_\_\_\_\_

b.

Think:

$$\begin{array}{r} 62 \\ - 21 \\ \hline \end{array}$$

$$\begin{array}{r} \square \\ - \square \\ \hline \square \end{array}$$

$62 - 21$  is about \_\_\_\_\_

c.

Think:

$$\begin{array}{r} 16 \\ + 40 \\ \hline \end{array}$$

$$\begin{array}{r} \square \\ + \square \\ \hline \square \end{array}$$

$16 + 40$  is about \_\_\_\_\_

d.

Think:

$$\begin{array}{r} 59 \\ - 37 \\ \hline \end{array}$$

$$\begin{array}{r} \square \\ - \square \\ \hline \square \end{array}$$

$59 - 37$  is about \_\_\_\_\_



## Learn 3 Estimation to add and subtract using place value

You can use place value to estimate in addition and subtraction.

Circle the highest place value in the first number and the second number.

Using tens can help you estimate.



In addition

$$\begin{array}{r} \textcircled{3}1 \\ + \textcircled{4}2 \\ \hline \end{array} \quad \begin{array}{r} \text{Think:} \\ \boxed{30} \\ + \boxed{40} \\ \hline \boxed{70} \end{array}$$

So,  $31 + 42$  is about 70

In subtraction

$$\begin{array}{r} \textcircled{5}4 \\ - \textcircled{2}3 \\ \hline \end{array} \quad \begin{array}{r} \text{Think:} \\ \boxed{50} \\ - \boxed{20} \\ \hline \boxed{30} \end{array}$$

So,  $54 - 23$  is about 30

### Check



Use place value strategy to estimate.

a.

$$\begin{array}{r} 52 \\ + 32 \\ \hline \end{array}$$

Think:

$$\begin{array}{r} \boxed{\phantom{00}} \\ + \boxed{\phantom{00}} \\ \hline \boxed{\phantom{00}} \end{array}$$

$52 + 32$  is about \_\_\_\_\_

b.

$$\begin{array}{r} 93 \\ - 52 \\ \hline \end{array}$$

Think:

$$\begin{array}{r} \boxed{\phantom{00}} \\ - \boxed{\phantom{00}} \\ \hline \boxed{\phantom{00}} \end{array}$$

$93 - 52$  is about \_\_\_\_\_

c.

$$\begin{array}{r} 11 \\ + 63 \\ \hline \end{array}$$

Think:

$$\begin{array}{r} \boxed{\phantom{00}} \\ + \boxed{\phantom{00}} \\ \hline \boxed{\phantom{00}} \end{array}$$

$11 + 63$  is about \_\_\_\_\_

d.

$$\begin{array}{r} 36 \\ - 14 \\ \hline \end{array}$$

Think:

$$\begin{array}{r} \boxed{\phantom{00}} \\ - \boxed{\phantom{00}} \\ \hline \boxed{\phantom{00}} \end{array}$$

$36 - 14$  is about \_\_\_\_\_

# Exercise

# 17

On Lesson 6

## Estimating the sum and the difference

From the school book

**1** Use the 120 chart to estimate the following numbers.

a. 27 is closer to \_\_\_\_\_

c. 82 is closer to \_\_\_\_\_

e. 9 is closer to \_\_\_\_\_

g. 38 is closer to \_\_\_\_\_

i. 64 is closer to \_\_\_\_\_

b. 71 is closer to \_\_\_\_\_

d. 87 is closer to \_\_\_\_\_

f. 57 is closer to \_\_\_\_\_

h. 41 is closer to \_\_\_\_\_

j. 12 is closer to \_\_\_\_\_



**2** Use the 120 chart to estimate.

a.

$$\begin{array}{r} 37 \\ + 22 \\ \hline \end{array}$$

Think:

$$\begin{array}{r} \phantom{0} \\ + \phantom{0} \\ \hline \phantom{0} \end{array}$$

37 + 22 is about \_\_\_\_\_

b.

$$\begin{array}{r} 73 \\ - 21 \\ \hline \end{array}$$

Think:

$$\begin{array}{r} \phantom{0} \\ - \phantom{0} \\ \hline \phantom{0} \end{array}$$

73 - 21 is about \_\_\_\_\_

c.

$$\begin{array}{r} 58 \\ + 27 \\ \hline \end{array}$$

Think:

$$\begin{array}{r} \phantom{0} \\ + \phantom{0} \\ \hline \phantom{0} \end{array}$$

58 + 27 is about \_\_\_\_\_

d.

$$\begin{array}{r} 68 \\ - 21 \\ \hline \end{array}$$

Think:

$$\begin{array}{r} \phantom{0} \\ - \phantom{0} \\ \hline \phantom{0} \end{array}$$

68 - 21 is about \_\_\_\_\_

e.

$$\begin{array}{r} 18 \\ + 42 \\ \hline \end{array}$$

Think:

$$\begin{array}{r} \phantom{0} \\ + \phantom{0} \\ \hline \phantom{0} \end{array}$$

18 + 42 is about \_\_\_\_\_

f.

$$\begin{array}{r} 49 \\ - 28 \\ \hline \end{array}$$

Think:

$$\begin{array}{r} \phantom{0} \\ - \phantom{0} \\ \hline \phantom{0} \end{array}$$

49 - 28 is about \_\_\_\_\_

### 3 Use place value strategy to estimate.

a. 

$$\begin{array}{r} 43 \\ + 42 \\ \hline \end{array}$$

Think:

+	<input type="text"/>
+	<input type="text"/>
	<input type="text"/>

43 + 42 is about \_\_\_\_\_

b.



$$\begin{array}{r} 49 \\ - 27 \\ \hline \end{array}$$

Think:

-	<input type="text"/>
-	<input type="text"/>
	<input type="text"/>

49 - 27 is about \_\_\_\_\_

c. 

$$\begin{array}{r} 23 \\ + 58 \\ \hline \end{array}$$

Think:

+	<input type="text"/>
+	<input type="text"/>
	<input type="text"/>

23 + 58 is about \_\_\_\_\_

d. 

$$\begin{array}{r} 51 \\ - 24 \\ \hline \end{array}$$

Think:

-	<input type="text"/>
-	<input type="text"/>
	<input type="text"/>

51 - 24 is about \_\_\_\_\_

e.

$$\begin{array}{r} 53 \\ - 21 \\ \hline \end{array}$$

Think:

-	<input type="text"/>
-	<input type="text"/>
	<input type="text"/>

53 - 21 is about \_\_\_\_\_

f. 

$$\begin{array}{r} 67 \\ + 25 \\ \hline \end{array}$$

Think:

+	<input type="text"/>
+	<input type="text"/>
	<input type="text"/>

67 + 25 is about \_\_\_\_\_

### 4 Find the answer.

- a. A bookstore sold 34 books on Wednesday and 23 books on Thursday.  
Estimate how many books sold on the two days.

---




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- b.  Raj has a 64-minute train ride. He has been on the train for 32 minutes.  
Estimate how many minutes are left on his train ride.

---



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Place  
a smiley  
face

# Comparing the sum and the estimation



## Learn

- Estimate the sum of  $23 + 31$

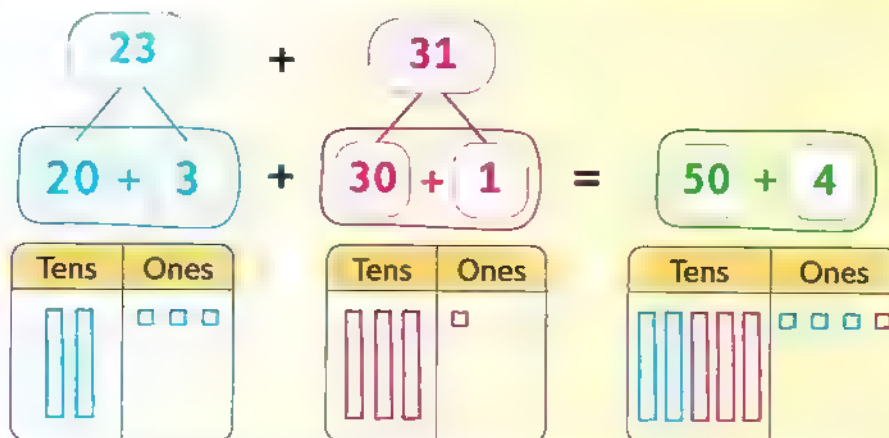
My estimation is 50.

By using the place value strategy.

Think  
 $20 + 30 = 50$

So, the estimation is 50.

- Finding the actual sum to check if the estimation is accepted or is not accepted.



Add the ones :  $3 + 1 = 4$

Add the tens :  $20 + 30 = 50$

Find the actual sum :  $50 + 4 = 54$

The actual sum is **close** to my estimation :

61	62	63	64	65	66	67	68	69	70
51	52	53	54	55	56	57	58	59	60
41	42	43	44	45	46	47	48	49	

Then my estimation is **accepted**.

### Notes for parents


- Tell your child that estimation does not give you the actual sum.
- Use the 120 chart to compare his/her estimation and the actual sum.

## Exercise

# 16

On Lessons 8 & 9

- Division
- Applications on division

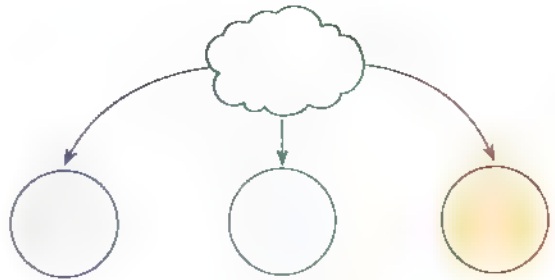
 From the school book

**1** Draw to show equal groups. Fill in the part - part - whole model. Complete.

a. 9 coins divided among 3 money boxes.



Each money box has \_\_\_\_\_ coins.



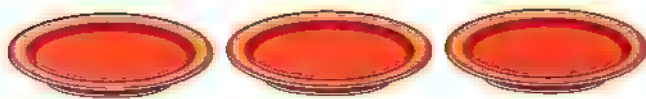
b. 6 pencils divided among 2 pencil cases.



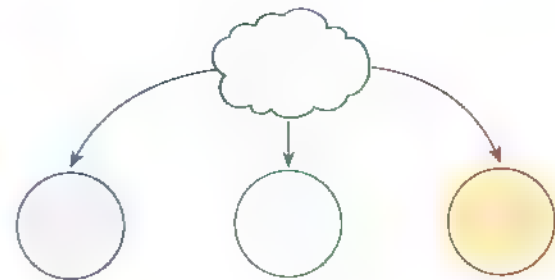
Each pencil case has \_\_\_\_\_ pencils.



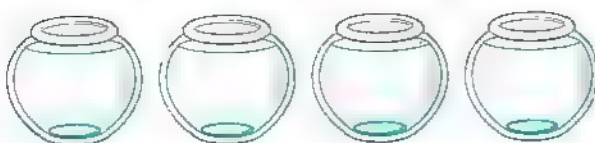
c. 12 oranges divided among 3 plates.



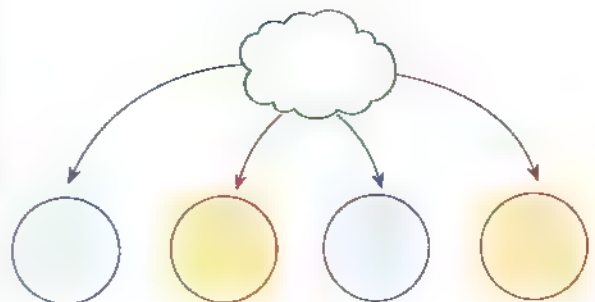
Each plate has \_\_\_\_\_ oranges.



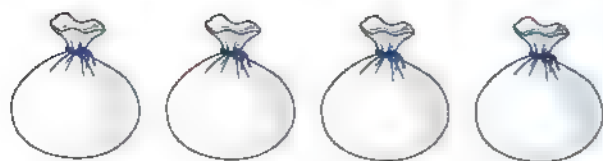
d.  There are 16 fish that need to be placed in 4 bowls.



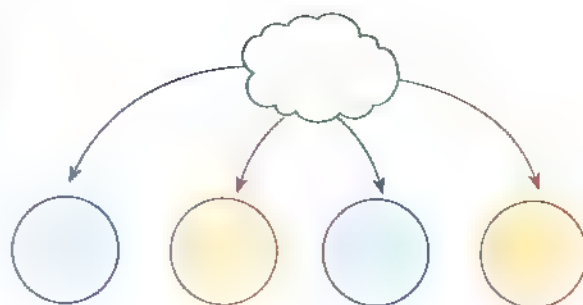
Each bowl has \_\_\_\_\_ fish.




e. 8 marbles divided among 4 bags.



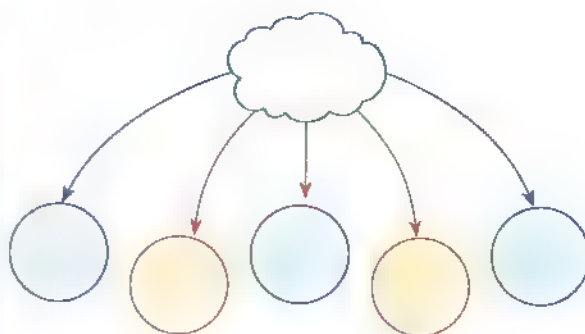
Each bag has \_\_\_\_\_ marbles.



f.  Sameh is preparing gift baskets. He has 20 oranges that need to be divided equally between 5 baskets.



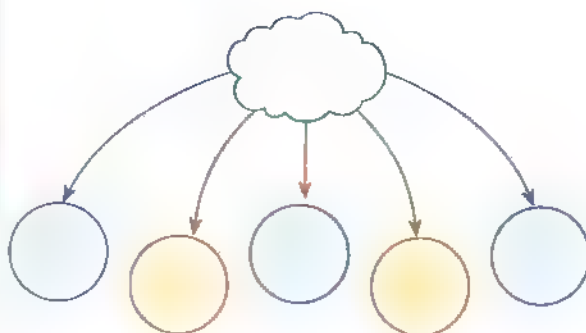
Each basket has \_\_\_\_\_ oranges.




g. 15 toys divided among 5 boxes.



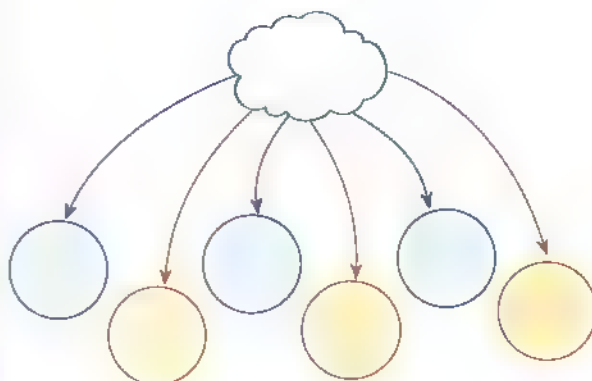
Each box has \_\_\_\_\_ toys.



h.  The teacher has 36 crayons to share equally between 6 students.



Each cup has \_\_\_\_\_ crayons.



g.  $\begin{array}{c} 51 \\ \swarrow \downarrow \searrow \\ \square + \square \end{array} + \begin{array}{c} 42 \\ \swarrow \downarrow \searrow \\ \square + \square \end{array}$  My estimation is \_\_\_\_\_

- Add the ones \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_
- Add the tens \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_
- Find the actual sum \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

**Choose** My estimation is

Accepted Not accepted

h.  $\begin{array}{c} 39 \\ \swarrow \downarrow \searrow \\ \square + \square \end{array} + \begin{array}{c} 21 \\ \swarrow \downarrow \searrow \\ \square + \square \end{array}$  My estimation is \_\_\_\_\_

- Add the ones \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_
- Add the tens \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_
- Find the actual sum \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

**Choose** My estimation is :

Accepted Not accepted

i.  $\begin{array}{c} 17 \\ \swarrow \downarrow \searrow \\ \square + \square \end{array} + \begin{array}{c} 22 \\ \swarrow \downarrow \searrow \\ \square + \square \end{array}$  My estimation is \_\_\_\_\_

- Add the ones \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_
- Add the tens \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_
- Find the actual sum \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

**Choose** My estimation is :

Accepted Not accepted

j.  $\begin{array}{c} 11 \\ \swarrow \downarrow \searrow \\ \square + \square \end{array} + \begin{array}{c} 31 \\ \swarrow \downarrow \searrow \\ \square + \square \end{array}$  My estimation is \_\_\_\_\_

- Add the ones \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_
- Add the tens \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_
- Find the actual sum \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

**Choose** My estimation is :

Accepted Not accepted

**2** Estimate the sum. Find the actual sum. Choose if your estimation is accepted or not accepted.

a.  $31 + 22$

Estimation = \_\_\_\_\_

Actual sum = \_\_\_\_\_

Accepted Not accepted

b.  $48 + 37$

Estimation = \_\_\_\_\_

Actual sum = \_\_\_\_\_

Accepted Not accepted

c.  $57 + 19$

Estimation = \_\_\_\_\_

Actual sum = \_\_\_\_\_

Accepted Not accepted

d.  $19 + 71$

Estimation = \_\_\_\_\_

Actual sum = \_\_\_\_\_

Accepted Not accepted



Place  
a smiley  
face

# Lessons 8 & 9

- Adding by regrouping ones
- More of adding by regrouping ones



## Learn

**Regrouping** means changing the way you group your tens and ones.



Add 7 to 16 How many in all ?



Start with 16



Add 7



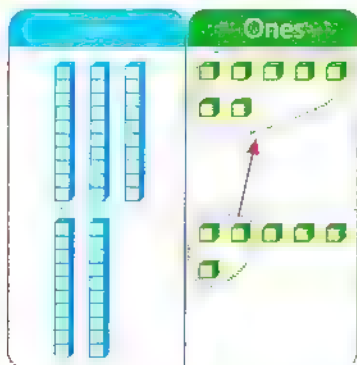
Regroup 10 ones as 1 ten.  
2 tens and 3 ones  
23 in all.

## Model 2-digit addition

Add 37 and 26

### Step 1

Show 37 and 26.  
Count the ones.  
Think can you make a ten ?

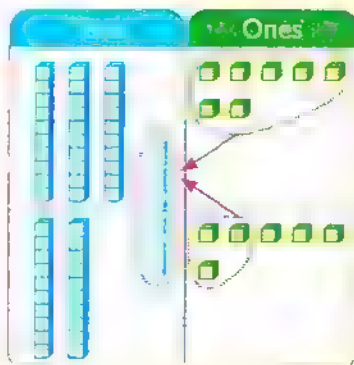


Yes

No

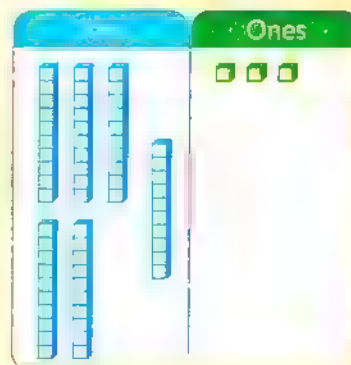
### Step 2

If you can make a ten, regroup.



### Step 3

Write how many tens and ones.  
Write the sum.



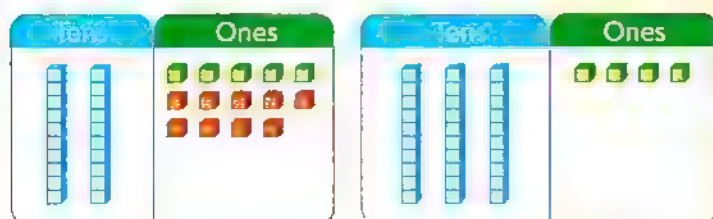
6 tens 3 ones  
 $60 + 3$   
63

### Notes for parents

- Ask your child how to group 5 ones and 8 ones as tens and ones (1 ten and 3 ones).

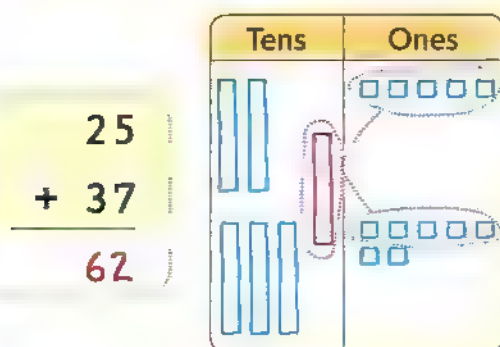
• Do you need to regroup to add ?

$$25 + 9 = 34$$



Start with 25. Add 9.  
You have **more than** 9 ones.

You need to regroup.



The total ones is **more than** 9.

You need to regroup, then regroup 12 ones as 1 ten 2 ones.

$$24 + 3 = 27$$



You have **less than** 10 ones.  
You do not need to regroup.



The total ones is **less than** 10.

You do not need to regroup.

## Check

Find the sum. Choose if you add with or without regrouping.

$$43 + 18 = \boxed{\phantom{00}}$$

Tens	Ones

Tens	Ones

Tens	Ones

Choose :

With regrouping

Without regrouping



# Exercise

# 19

On Lessons 8 & 9

- Adding by regrouping ones
- More of adding by regrouping ones

From the school book

## 1 Find the sum.

a. Add  $34 + 8$

Tens	Ones

Show **34**

Tens	Ones

Add **8**

Tens	Ones

\_\_\_\_\_ tens, \_\_\_\_\_ ones,  
\_\_\_\_\_ in all.

Draw  for ten  
 for one

b. Add  $52 + 9$

Tens	Ones

Show **52**

Tens	Ones

Add **9**

Tens	Ones

\_\_\_\_\_ tens, \_\_\_\_\_ ones,  
\_\_\_\_\_ in all.

c. Add  $27 + 6$

Tens	Ones

Show **27**

Tens	Ones

Add **6**

Tens	Ones

\_\_\_\_\_ tens, \_\_\_\_\_ ones,  
\_\_\_\_\_ in all.

d. Add  $45 + 7$

Tens	Ones

Show **45**

Tens	Ones

Add **7**

Tens	Ones

\_\_\_\_\_ tens, \_\_\_\_\_ ones,  
\_\_\_\_\_ in all.

**2** Draw sticks for tens and small squares for ones to represent each addend. Regroup the ones. Find the sum.

a. **23** + **39** = \_\_\_\_\_

Tens	Ones

Tens	Ones

Tens	Ones

b.  **56** + **35** = \_\_\_\_\_

Tens	Ones

Tens	Ones

Tens	Ones

c.  **28** + **54** = \_\_\_\_\_

Tens	Ones

Tens	Ones

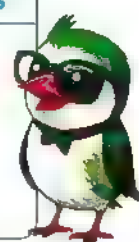
Tens	Ones

d.  **29** + **43** = \_\_\_\_\_

Tens	Ones

Tens	Ones

Tens	Ones





**3** Use Tens Ones, draw  and .

The first one is done for you.

Show this many.	Add this many.	Do you need to regroup?	Add.
a. 36	8	Yes	$36 + 8 = 44$
b. 23	4	_____	$23 + 4 = \underline{\hspace{1cm}}$
c. 19	5	_____	$19 + 5 = \underline{\hspace{1cm}}$
d. 75	3	_____	$75 + 3 = \underline{\hspace{1cm}}$
e. 34	37	_____	$34 + 37 = \underline{\hspace{1cm}}$
f. 58	24	_____	$58 + 24 = \underline{\hspace{1cm}}$
g. 72	15	_____	$72 + 15 = \underline{\hspace{1cm}}$

**4** Find the sum. Choose if you add with or without regrouping.

a. **26** + **53** = \_\_\_\_\_

Tens	Ones

Choose :

Tens	Ones

With regrouping

Tens	Ones

Without regrouping

b. **49** + **12** = \_\_\_\_\_

Tens	Ones

Choose :

Tens	Ones

With regrouping

Tens	Ones

Without regrouping

c. **37** + **23** = \_\_\_\_\_

Tens	Ones

Choose :

Tens	Ones

With regrouping

Tens	Ones

Without regrouping

**5** Find the sum of each of the following.

a. 
$$\begin{array}{r} 34 \\ + 7 \\ \hline \end{array}$$

b. 
$$\begin{array}{r} 19 \\ + 8 \\ \hline \end{array}$$

c. 
$$\begin{array}{r} 7 \\ + 45 \\ \hline \end{array}$$

d. 
$$\begin{array}{r} 28 \\ + 5 \\ \hline \end{array}$$

e. 
$$\begin{array}{r} 17 \\ + 29 \\ \hline \end{array}$$

f. 
$$\begin{array}{r} 23 \\ + 35 \\ \hline \end{array}$$

g. 
$$\begin{array}{r} 41 \\ + 14 \\ \hline \end{array}$$

h. 
$$\begin{array}{r} 74 \\ + 16 \\ \hline \end{array}$$

i. 
$$\begin{array}{r} 46 \\ + 38 \\ \hline \end{array}$$

j. 
$$\begin{array}{r} 28 \\ + 14 \\ \hline \end{array}$$

k. 
$$\begin{array}{r} 76 \\ + 17 \\ \hline \end{array}$$

l. 
$$\begin{array}{r} 69 \\ + 25 \\ \hline \end{array}$$

m. 
$$\begin{array}{r} 53 \\ + 18 \\ \hline \end{array}$$

n. 
$$\begin{array}{r} 35 \\ + 35 \\ \hline \end{array}$$

o. 
$$\begin{array}{r} 39 \\ + 19 \\ \hline \end{array}$$

p. 
$$\begin{array}{r} 48 \\ + 27 \\ \hline \end{array}$$

q. 
$$\begin{array}{r} 26 \\ + 37 \\ \hline \end{array}$$

r. 
$$\begin{array}{r} 78 \\ + 12 \\ \hline \end{array}$$

s. 
$$\begin{array}{r} 33 \\ + 49 \\ \hline \end{array}$$

t. 
$$\begin{array}{r} 47 \\ + 18 \\ \hline \end{array}$$

u. 
$$\begin{array}{r} 54 \\ + 39 \\ \hline \end{array}$$

v. 
$$\begin{array}{r} 19 \\ + 18 \\ \hline \end{array}$$

w. 
$$\begin{array}{r} 38 \\ + 55 \\ \hline \end{array}$$

x. 
$$\begin{array}{r} 62 \\ + 18 \\ \hline \end{array}$$

y. 
$$\begin{array}{r} 77 \\ + 14 \\ \hline \end{array}$$

**6** Find the sum of each of the following.

a.  $34 + 12 = \underline{\hspace{2cm}}$

d.  $29 + 8 = \underline{\hspace{2cm}}$

g.  $27 + 27 = \underline{\hspace{2cm}}$

j.  $29 + 49 = \underline{\hspace{2cm}}$

m.  $43 + 8 = \underline{\hspace{2cm}}$

p.  $77 + 5 = \underline{\hspace{2cm}}$

s.  $24 + 59 = \underline{\hspace{2cm}}$

v.  $48 + 41 = \underline{\hspace{2cm}}$

b.  $22 + 14 = \underline{\hspace{2cm}}$

e.  $61 + 19 = \underline{\hspace{2cm}}$

h.  $49 + 14 = \underline{\hspace{2cm}}$

k.  $73 + 7 = \underline{\hspace{2cm}}$

n.  $24 + 60 = \underline{\hspace{2cm}}$

q.  $34 + 43 = \underline{\hspace{2cm}}$

t.  $71 + 27 = \underline{\hspace{2cm}}$

w.  $63 + 18 = \underline{\hspace{2cm}}$

c.  $15 + 17 = \underline{\hspace{2cm}}$

f.  $39 + 28 = \underline{\hspace{2cm}}$

i.  $28 + 43 = \underline{\hspace{2cm}}$

l.  $30 + 17 = \underline{\hspace{2cm}}$

o.  $41 + 39 = \underline{\hspace{2cm}}$

r.  $55 + 6 = \underline{\hspace{2cm}}$

u.  $27 + 44 = \underline{\hspace{2cm}}$

x.  $56 + 17 = \underline{\hspace{2cm}}$

**7** Put (✓) to the correct statement or (X) to the incorrect statement.

a.  $37 + 24 = 51$  ( )

b.  $45 + 38 = 83$  ( )

c.  $19 + 19 = 29$  ( )

d.  $26 + 24 = \text{fifty}$  ( )

e.  $78 + 5 = 80 + 3$  ( )

f.  $67 + 18 = \text{fifty-eight}$  ( )

g.  $14 + 37 = 51$  ( )

h.  $59 + 21 = 34 + 46$  ( )



# Adding more than two numbers by regrouping ones



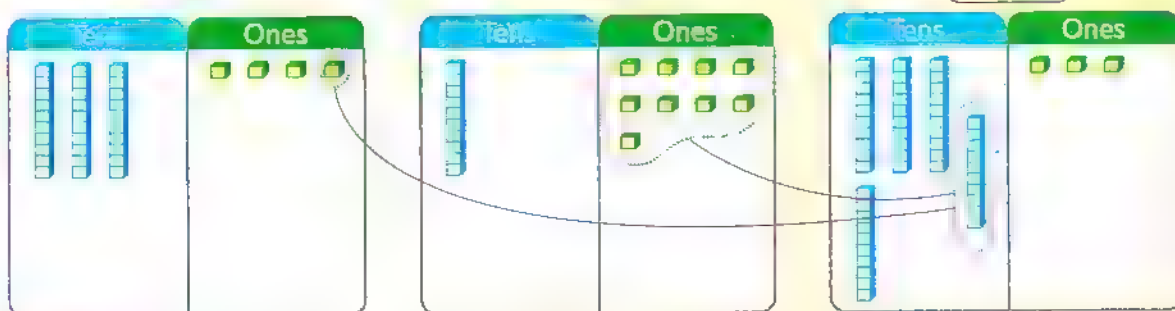
## Learn

$$\text{Add } 34 + 19 + 13 + 25$$

To add four 2-digit numbers, follow these steps.

**Step 1** Add the first two numbers.

$$34 + 19 = 53$$



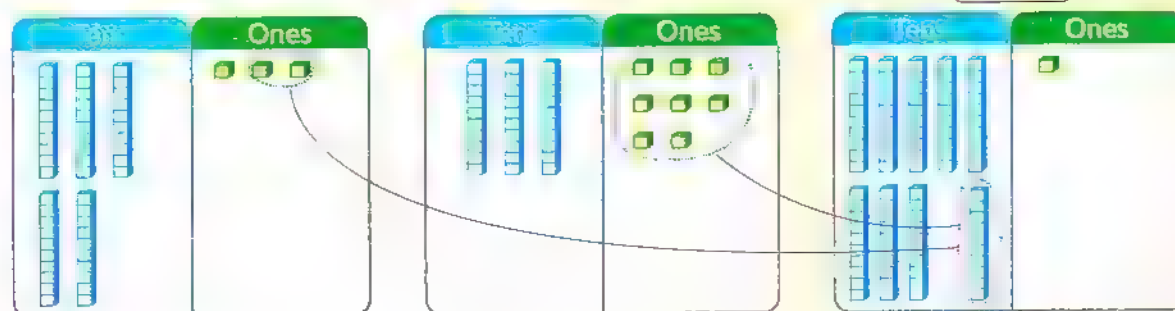
**Step 2** Add the last two numbers.

$$13 + 25 = 38$$



**Step 3** Add the two sums to find the total sum.

$$53 + 38 = 91$$



Add to find the total.

$$14 + 22 + 36 + 17$$

+      =		+      =									
Tens	Ones	Tens	Ones	Tens	Ones	Tens	Ones	Tens	Ones	Tens	Ones

+      =	
Tens	Ones



$$27 + 19 + 21 + 13$$

+      =		+      =									
Tens	Ones	Tens	Ones	Tens	Ones	Tens	Ones	Tens	Ones	Tens	Ones

+      =	
Tens	Ones



**Notes for parents**

- Your child can look for numbers that make a ten such as  $19 + 21$ .

# Adding more than two numbers by regrouping ones

From the school book

**1** Add to find the total.

a.

$$13 + 31 + 19 + 25$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

Tens	Ones	Tens	Ones	Tens	Ones	Tens	Ones	Tens	Ones	Tens	Ones

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

Tens	Ones	Tens	Ones	Tens	Ones



b.

$$38 + 9 + 15 + 36$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

Tens	Ones	Tens	Ones	Tens	Ones	Tens	Ones	Tens	Ones	Tens	Ones

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

Tens	Ones	Tens	Ones	Tens	Ones



**2** Add each of the following.



$$13 + 17 + 22 + 29$$



$$9 + 27 + 15 + 36$$

**c**

$$48 + 7 + 12 + 15$$

**d**

$$57 + 5 + 19 + 17$$



$$23 + 17 + 12 + 36$$



$$23 + 18 + 31 + 9$$

**g**

$$17 + 18 + 19 + 16$$

**h**

$$22 + 19 + 18 + 14$$

Place  
a smiley  
face

# 5

## CHAPTER





## Outcomes of chapter five :

At the end of chapter five, your child will be able to:

### ► Lessons 1 & 2 :

- Participate in calendar math activities.
- Describe the attributes of two-dimensional shapes.
- Sort two-dimensional shapes based on attributes.
- Identify and name two-dimensional shapes.
- Identify shapes that have specified attributes.

### ► Lessons 3 & 4 :

- Participate in calendar math activities.
- Identify and draw two-dimensional shapes based on given attributes.
- Describe and identify two-dimensional shapes by their attributes.
- Arrange two-dimensional shapes to create a picture.

### ► Lessons 5 to 7 :

- Participate in calendar math activities.
- Measure the lengths of objects in centimeters.
- Describe strategies for accurately measuring the lengths of objects.
- Explain the relationship between centimeters and meters.
- Measure objects to the nearest centimeter.
- Estimate lengths of objects to benchmark lengths of 1, 10, 50 and 100 cm.
- Estimate and confirm the length of an object.
- Measure the sides of two-dimensional shapes.

### ► Lessons 8 to 10 :

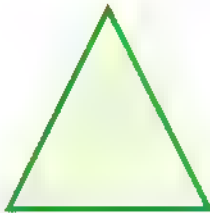
- Participate in calendar math activities.
- Identify and count attributes of three-dimensional shapes.
- Sort three-dimensional shapes based on attributes.
- Describe the attributes of three-dimensional shapes.
- Identify and name three-dimensional shapes.
- Identify three-dimensional shapes based on attributes.
- Build three-dimensional shapes.

# LESSONS 1 & 2

- Attributes of 2-dimensional shapes
- Sorting 2-dimensional shapes



## Learn 1 Attributes of 2-dimensional shapes



**Triangle**

The triangle has :

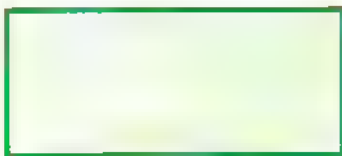
- 3 sides
- 3 vertices



**Square**

The square has :

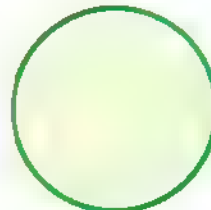
- 4 sides equal in length
- 4 vertices



**Rectangle**

The rectangle has :

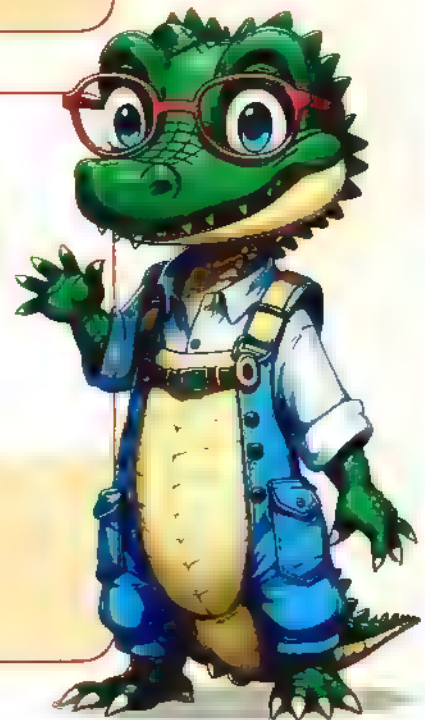
- 4 sides  
(2 sides are short and  
2 sides are long)
- 4 vertices



**Circle**

The circle has :

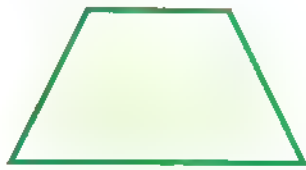
no sides, no vertices



## Remember



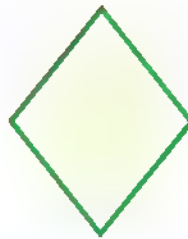
- Each two sides meet at a **vertex**.
- A **two-dimensional** shape is a flat shape.



**Trapezoid**  
(Trapezium)

The trapezoid has :

- 4 sides  
(2 sides are parallel and  
2 sides are not parallel)
- 4 vertices



**Rhombus**

The rhombus has :

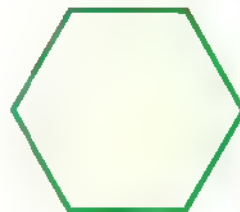
- 4 sides equal in length
- 4 vertices



**Pentagon**

The pentagon has :

- 5 sides
- 5 vertices



**Hexagon**

The hexagon has :

- 6 sides
- 6 vertices



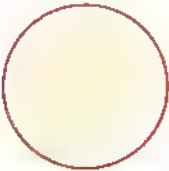
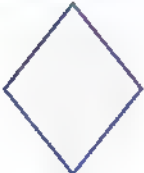


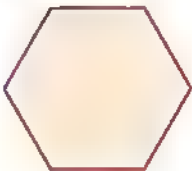


**Hint**

- All two-dimensional shapes with **4 sides** and **4 vertices** are called "**quadrilaterals**"  
(for example : square, rectangle, trapezoid and rhombus).

# Check

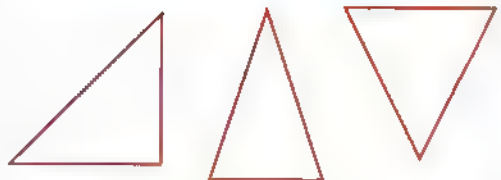
Complete the table. The first one is done for you.

Shape	Name	Number of sides	Number of vertices
a. 	<i>Square</i>	<i>4</i>	<i>4</i>
b. 			
c. 			
d. 			
e. 			
f. 			
g. 			

## Learn 2 Sorting 2-dimensional shapes

Shapes may be **sorting** based on their **attributes**.

### Triangles

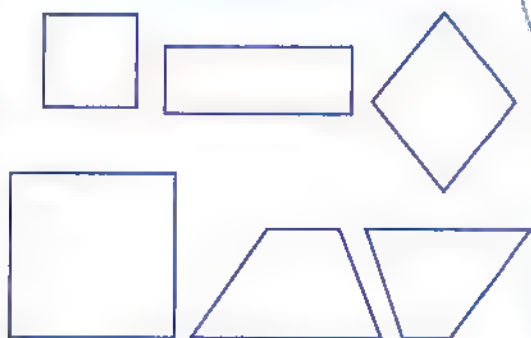


These triangles look different but each one of them has 3 sides and 3 vertices.

### Pentagons



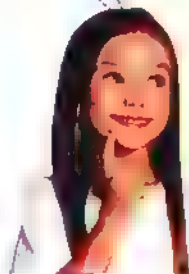
### Quadrilaterals



#### "Quadrilateral"

- "Quad" means "4"
- "Lateral" is related to the word "side"
- A quadrilateral is a shape made up of 4 sides.

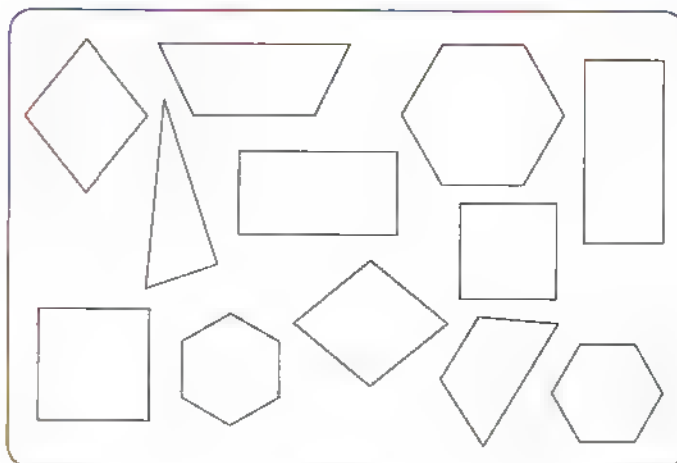
### Hexagons



## Check

### Color.

- Color the hexagons **red**.
- Color the triangles **green**.
- Color the trapezoids **blue**.
- Color the rhombuses **yellow**.
- Color the squares **pink**.
- Color the rectangles **brown**.



## Exercise

# 21

- Attributes of 2-dimensional shapes
- Sorting 2-dimensional shapes

From the school book

**1** Use  to label each side. Use  to label each vertex.

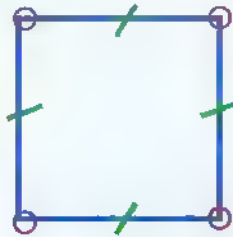
Write the name, and how many sides and vertices there are.

a.

Name : \_\_\_\_\_

\_\_\_\_\_ sides

\_\_\_\_\_ vertices

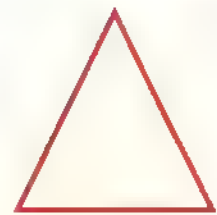


b.

Name : \_\_\_\_\_

\_\_\_\_\_ sides

\_\_\_\_\_ vertices

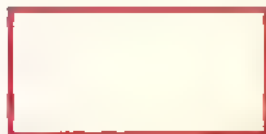


c.

Name : \_\_\_\_\_

\_\_\_\_\_ sides

\_\_\_\_\_ vertices

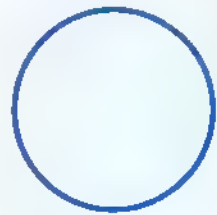


d.

Name : \_\_\_\_\_

\_\_\_\_\_ sides

\_\_\_\_\_ vertices



e.

Name : \_\_\_\_\_

\_\_\_\_\_ sides

\_\_\_\_\_ vertices



f.

Name : \_\_\_\_\_

\_\_\_\_\_ sides

\_\_\_\_\_ vertices



g.

Name : \_\_\_\_\_

\_\_\_\_\_ sides

\_\_\_\_\_ vertices



h.

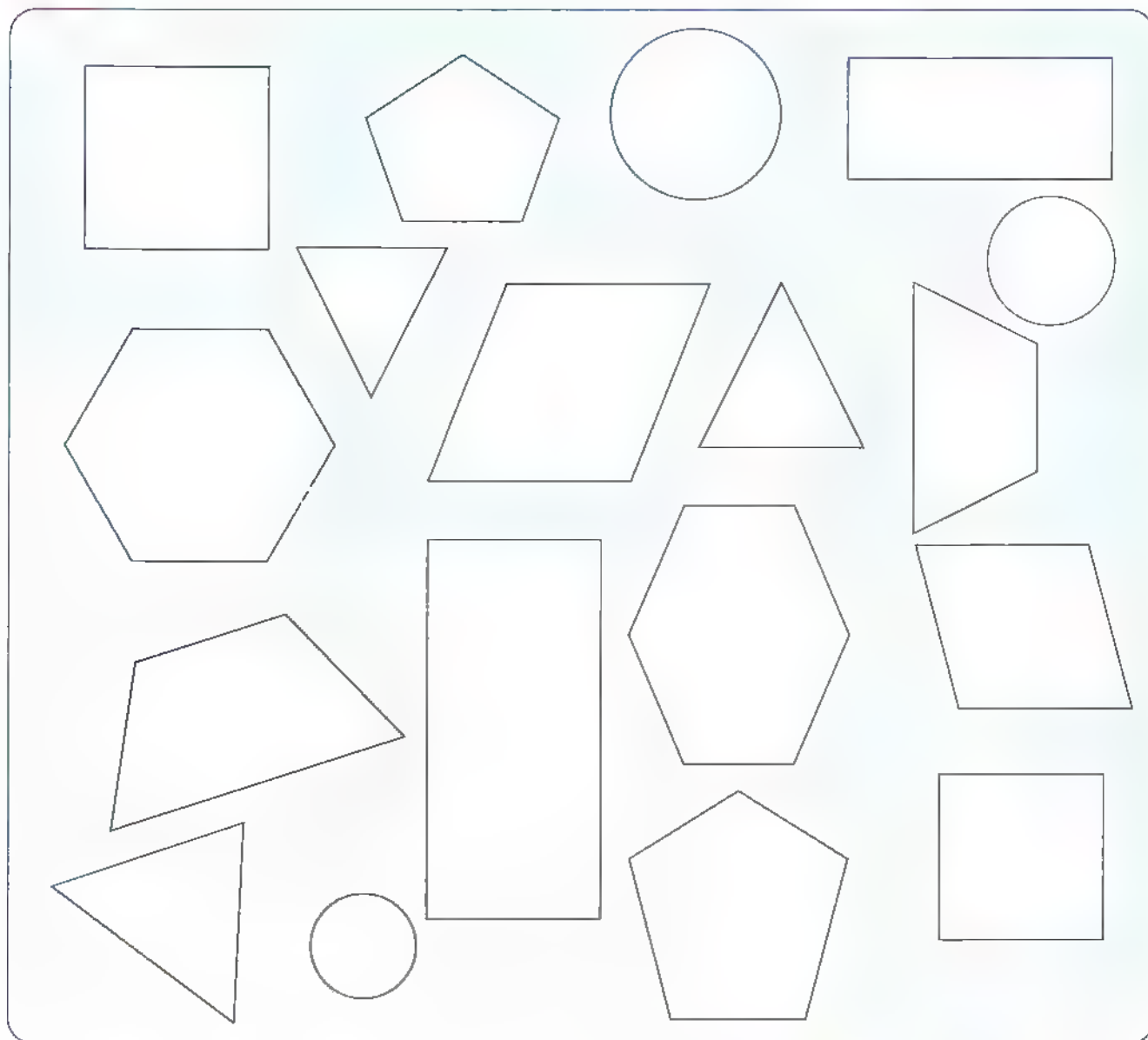
Name : \_\_\_\_\_

\_\_\_\_\_ sides

\_\_\_\_\_ vertices

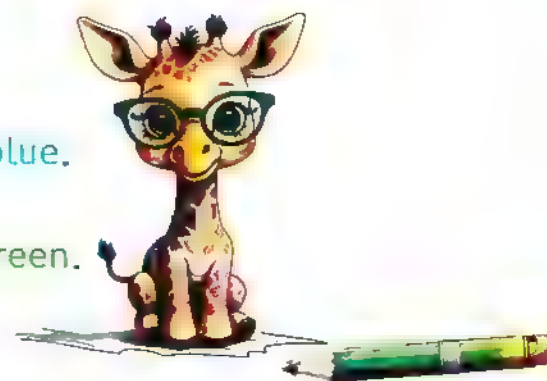


**2**  Follow the attribute rules below to sort the shapes.



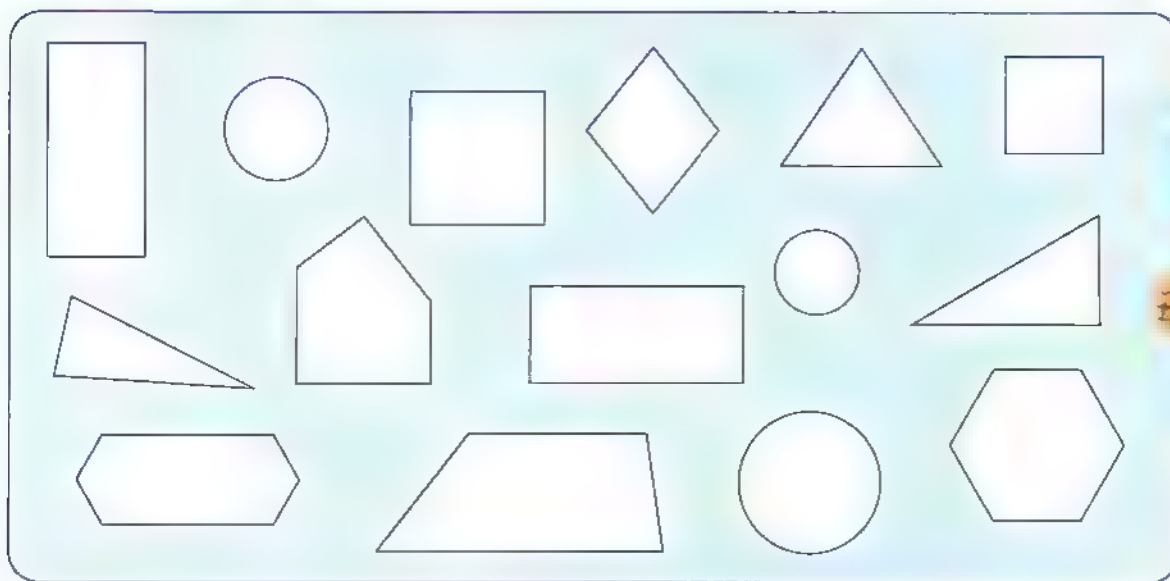
### Attribute Sorting Rules

- Color the shapes with 3 or fewer sides **red**.
- Color the shapes with 4 sides and 4 vertices **blue**.
- Color the shapes with more than 5 vertices **green**.
- Circle the shapes that have 4 equal sides.
- Cross out the shapes that have no straight sides or vertices.

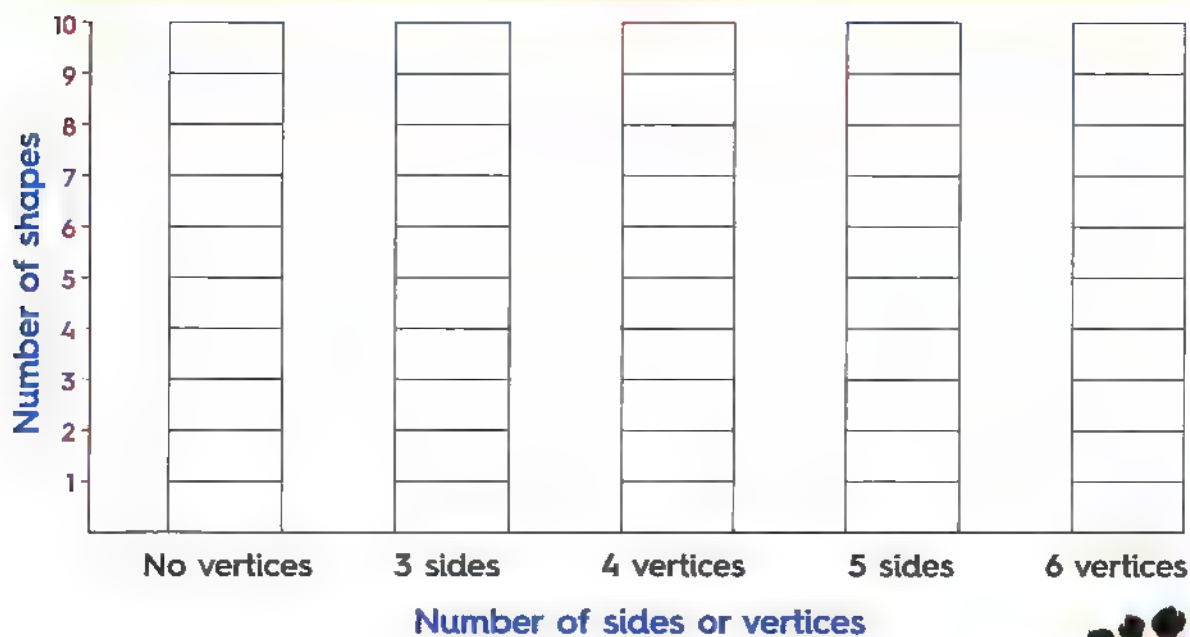


- 3** Sort the shapes by the number of sides and vertices.  
Complete the bar graph. Answer the questions.

*Remember :*  
Color 1 box for  
each shape.



### Sorting shapes



- Do more shapes have 3 sides or 5 sides ?
- Do more shapes have 4 vertices or no vertices ? \_\_\_\_\_
- How many squares and rectangles are there ? \_\_\_\_\_
- How many quadrilaterals are there ? \_\_\_\_\_



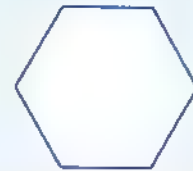
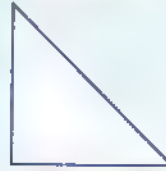
**4** Circle the shape that answers the question.

**a.**

I am a two-dimensional shape.

I have 4 sides.

Which shape am I ?



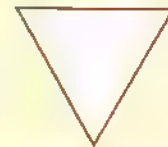
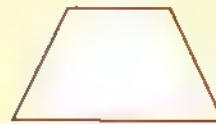
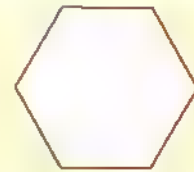
**b.**

I am a two-dimensional shape.

I have more than 3 sides.

I have fewer than 6 vertices.

Which shape am I ?



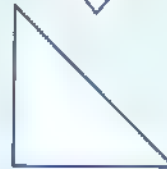
**c.**

I am a two-dimensional shape.

I have fewer than 6 sides.

I have fewer than 4 vertices.

Which shape am I ?



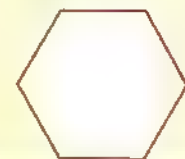
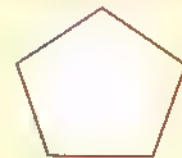
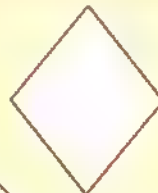
**d.**

I am a two-dimensional shape.

I have fewer than 6 vertices.

I have more than 4 sides.

Which shape am I ?



## 5 Complete.

- The rectangle has \_\_\_\_\_ sides and \_\_\_\_\_ vertices.
- The \_\_\_\_\_ has 3 sides and 3 vertices.
- The \_\_\_\_\_ has 5 sides.
- The \_\_\_\_\_ has 6 sides.
- The \_\_\_\_\_ has no sides.
- The \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ are quadrilaterals.



## 6 Put (✓) to the correct statement or (x) to the incorrect statement.

- The hexagon is a quadrilateral. ( )
- The number of sides of the square equals 4. ( )
- The triangle has 4 sides. ( )
- The rectangle has 4 vertices. ( )
- The circle has 1 side. ( )

## 7 Match.

- |                 |           |
|-----------------|-----------|
| a. Square has   | • 5 sides |
| b. Hexagon has  | • 3 sides |
| c. Pentagon has | • 0 sides |
| d. Triangle has | • 4 sides |
| e. Circle has   | • 6 sides |



# Lessons 3 & 4

- Drawing geometric shapes
- Creating a picture using 2-dimensional shapes

## Remember



Triangle



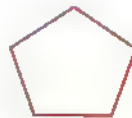
Square



Hexagon



Trapezoid  
(Trapezium)



Pentagon



Circle



Rectangle



Rhombus

## Check



Draw the shapes. Write the names as the example.

### Example

Draw a shape with 4 sides  
and 4 vertices.



*rectangle*

Draw a different shape  
with 4 sides and 4 vertices.

\_\_\_\_\_

-----

\_\_\_\_\_

Draw a shape with  
0 vertices.

\_\_\_\_\_

-----

\_\_\_\_\_

Draw a shape with 3 sides  
and 3 vertices.

\_\_\_\_\_

-----

\_\_\_\_\_

Draw a shape with 6 sides  
and 6 vertices.

\_\_\_\_\_

-----

\_\_\_\_\_

Draw a shape with 5 sides  
and 5 vertices.

\_\_\_\_\_

-----

\_\_\_\_\_

### Notes for parents


- Your child will draw the shapes on the air before in the paper. Sometimes there is more than one correct answer as in numbers 1 and 2.

## Exercise

# 22

On Lessons 3 & 4

- Drawing geometric shapes
- Creating a picture using 2-dimensional shapes

 From the school book

### 1 Match.

a. The shape with 4 sides equal in length

Hexagon

b. The shape with 5 sides

Circle

c. The shape with 6 sides

Pentagon

d. The shape with 4 sides (2 short sides equal in length, 2 long sides equal in length)

Square

e. The shape with 0 vertices

Rectangle

### 2 What shape am I? Draw the shapes. Write the names.

a. I am a shape with 4 sides equal in length.

\_\_\_\_\_

-----

\_\_\_\_\_

b. I am a shape with 4 sides (2 short sides equal in length, 2 long sides equal in length).

\_\_\_\_\_

-----

\_\_\_\_\_

c. I am a shape with 4 sides.  
I am not a square or  
a rectangle.

\_\_\_\_\_

-----

\_\_\_\_\_

d. I am a shape with 4 sides.  
I am not a square.

\_\_\_\_\_

-----

\_\_\_\_\_

e. I am a shape with 0 vertices.

\_\_\_\_\_

-----

\_\_\_\_\_

f. I am a shape with 6 sides and  
6 vertices.

\_\_\_\_\_

-----

\_\_\_\_\_

**3** Using the given shapes, draw to create a picture.



*Car*



*Rocket*

Place  
a smiley  
face

# LESSONS 5 to 7

- Measuring the length in centimeters
- Estimating the length
- Measuring the side length of a geometric shape

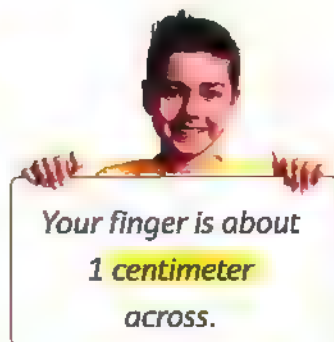
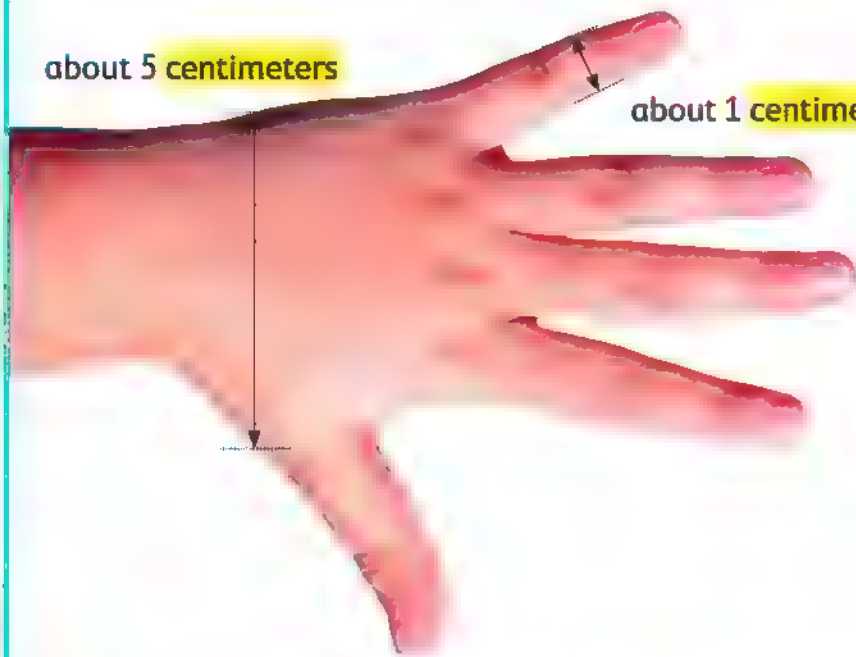


## Learn 1 Measuring the length in centimeters

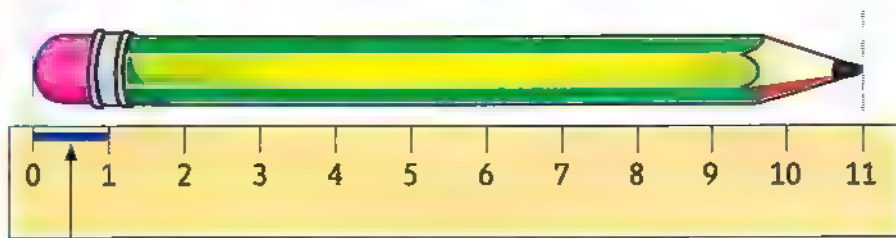
- The length of an object is how long it is.
- A **centimeter (cm)** is a small **standard unit** of measuring length, used to measure the length of small objects as : pencils, books and erasers.

about 5 centimeters

about 1 centimeter



- What is the length of the pencil in centimeters ?



1 centimeter



A **ruler** is a measurement tool used to measure the length of small objects.

- How to use a ruler to measure the length of any object as a pencil ?

### Step 1

Line up one end of the pencil with the zero mark on the ruler.

### Step 2

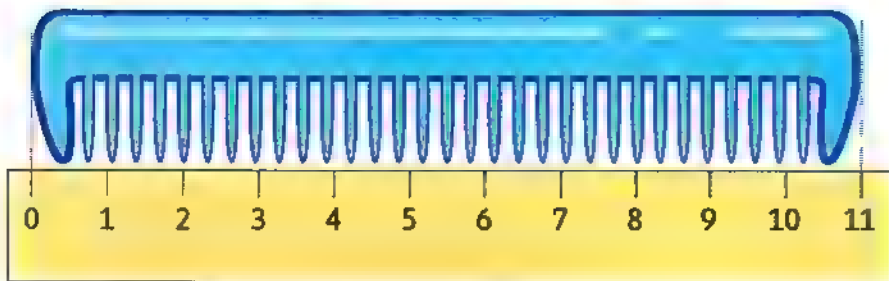
Find the centimeter mark on the ruler that is at the other end of the pencil.

- Let your child use a ruler to measure one of his/her fingers.
- Help your child use centimeter ruler to measure objects at home.

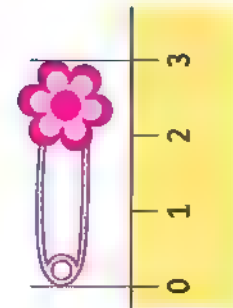
## Check



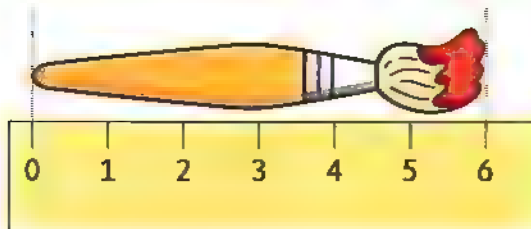
Measure the length of each object.



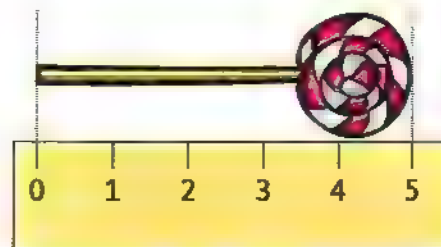
\_\_\_\_\_ centimeter



\_\_\_\_\_ centimeter



\_\_\_\_\_ centimeter



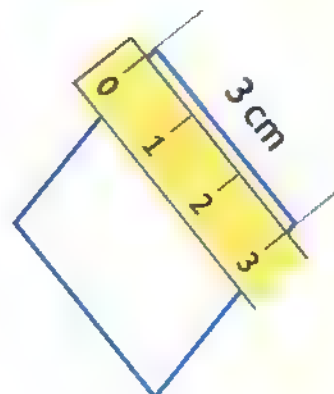
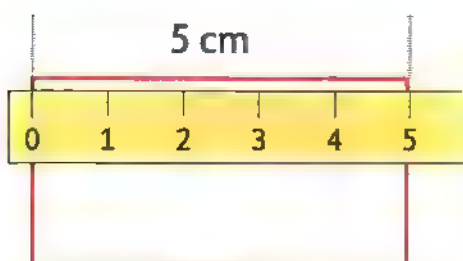
\_\_\_\_\_ centimeter



## Learn 2

### Measuring the side length of a geometric shape

You can measure the side length of a geometric by using a ruler as the following.



- Have your child measure some objects around your home using a centimeter ruler.
- Give your child 4 strings of lengths 1 cm, 10 cm, 50 cm and 100 cm and ask him/her to use them to find 4 objects of length 1 cm, 10 cm, 50 cm and 100 cm at home.



### Learn 3 Measuring the length in meters

- Centimeters are used to measure short lengths.

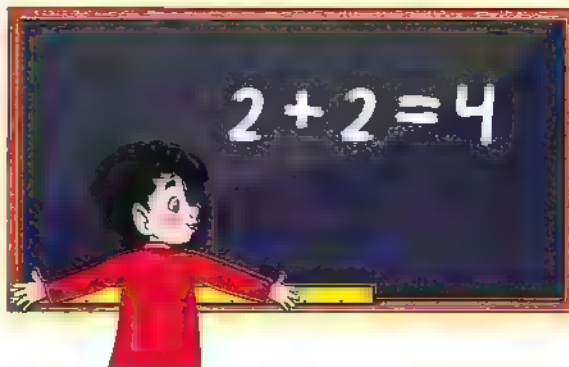
Meters are used to measure distances and longer lengths.

- A meter (m) is the same as 100 centimeters.

**Remember :**

A finger is about 1 centimeter across.

**1 m = 100 cm**



### Check



Choose the suitable unit to measure each object.



centimeter

meter



centimeter

meter



centimeter

meter



centimeter

meter



## Learn 4 Estimating the length

An **estimation** is what I think it will measure. I can measure with a centimeter.



How long is the crayon ?



Estimate	Measure
about <u>7</u> cm	<u>8</u> cm

## Check

Estimate the length of each object. Then use a ruler to measure.



Estimate	Measure
_____	_____



Estimate	Measure
_____	_____



Estimate	Measure
_____	_____



Estimate	Measure
_____	_____



Estimate	Measure
_____	_____



Estimate	Measure
_____	_____

- Ask your child to use the width of his/her finger to estimate the length of a notebook in centimeters.
- Ask him/her to measure the length of the toy, then compare the actual length to his/her estimation.

## Exercise

# 23

On Lessons 5 to 7

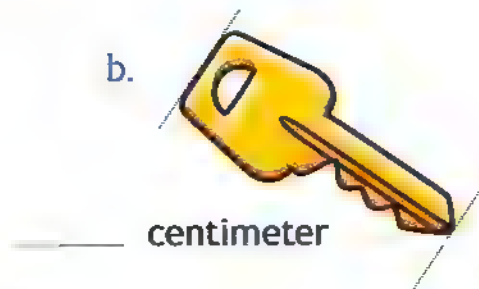
- Measuring the length in centimeters
- Estimating the length
- Measuring the side length of a geometric shape

**1** Use the ruler to measure each object.

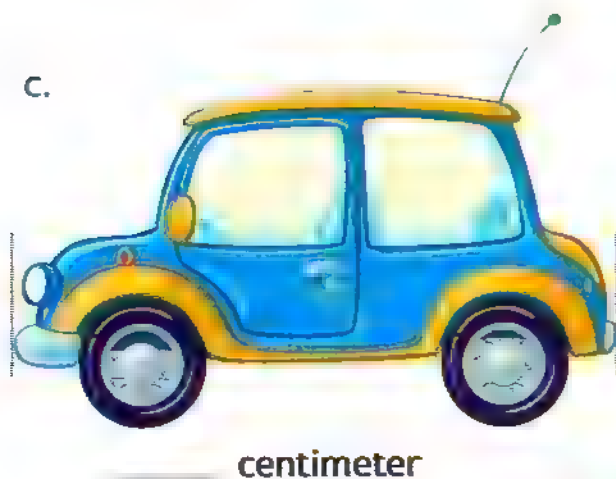
a.



b.



c.



d.



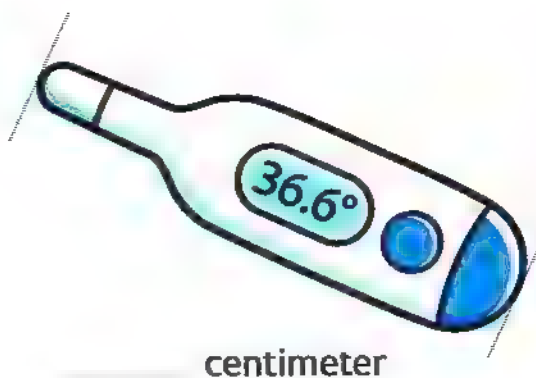
e.



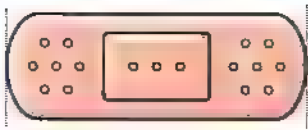
g.



f.

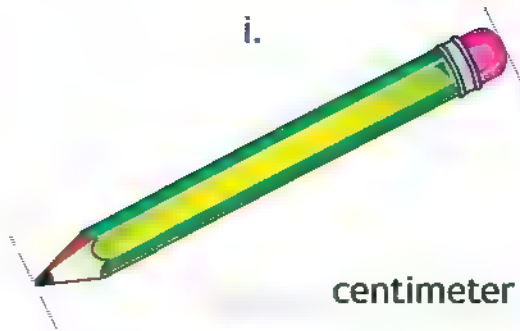


h.



centimeter

i.



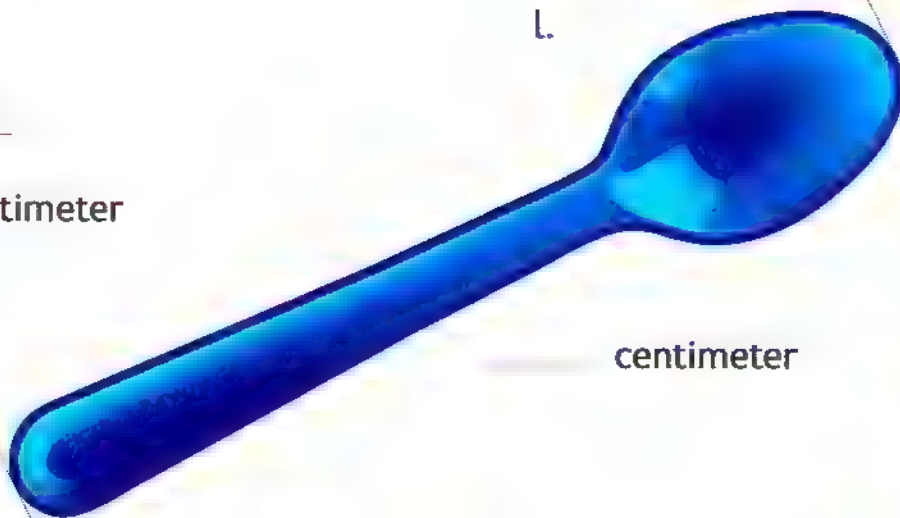
centimeter

k.



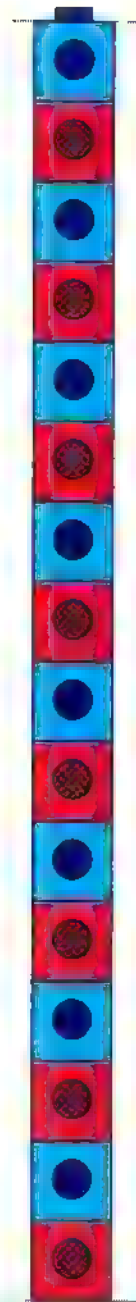
centimeter

l.



centimeter

j.



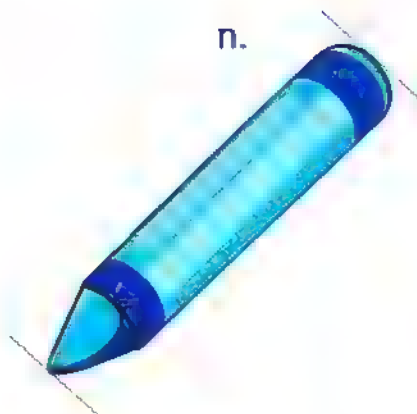
centimeter

m.



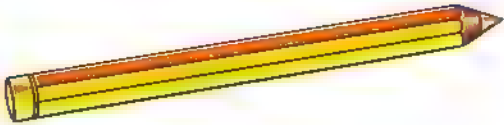




centimeter

n.

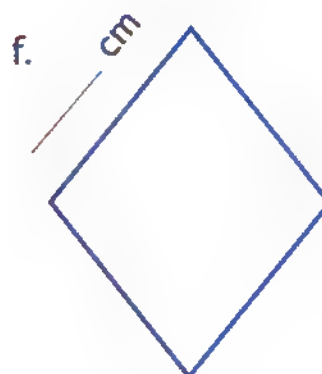
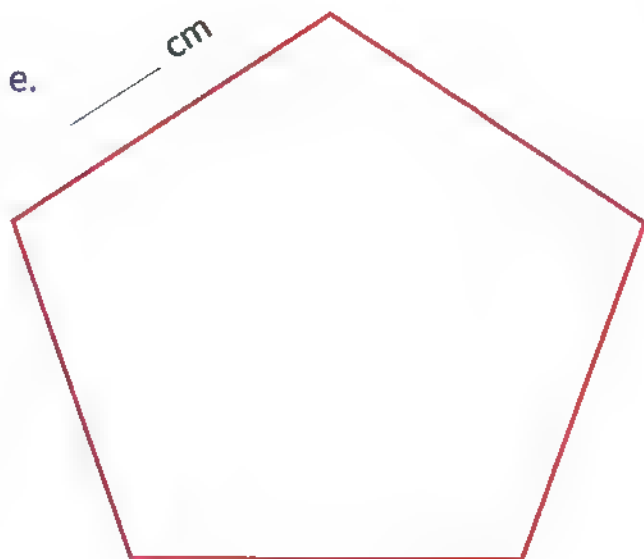
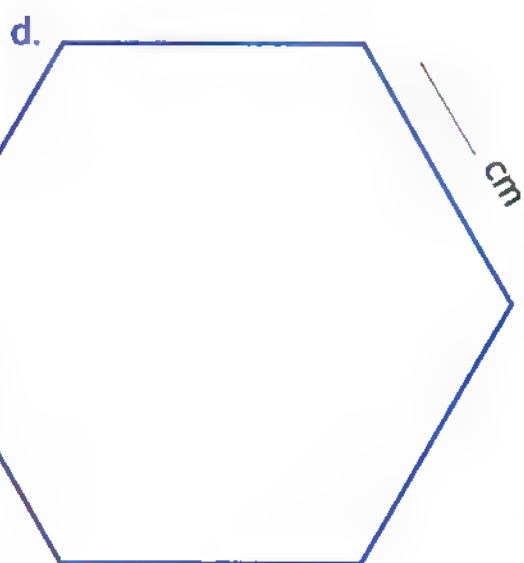
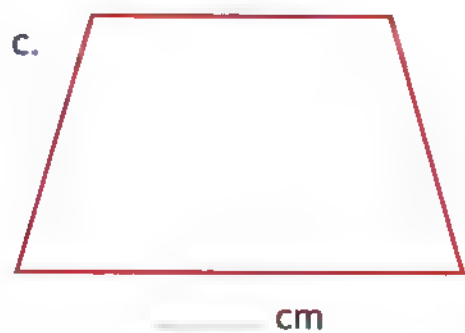
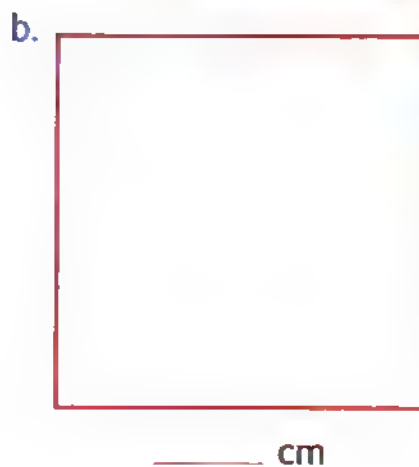


centimeter

**2** Estimate in centimeters. Choose the suitable estimation.

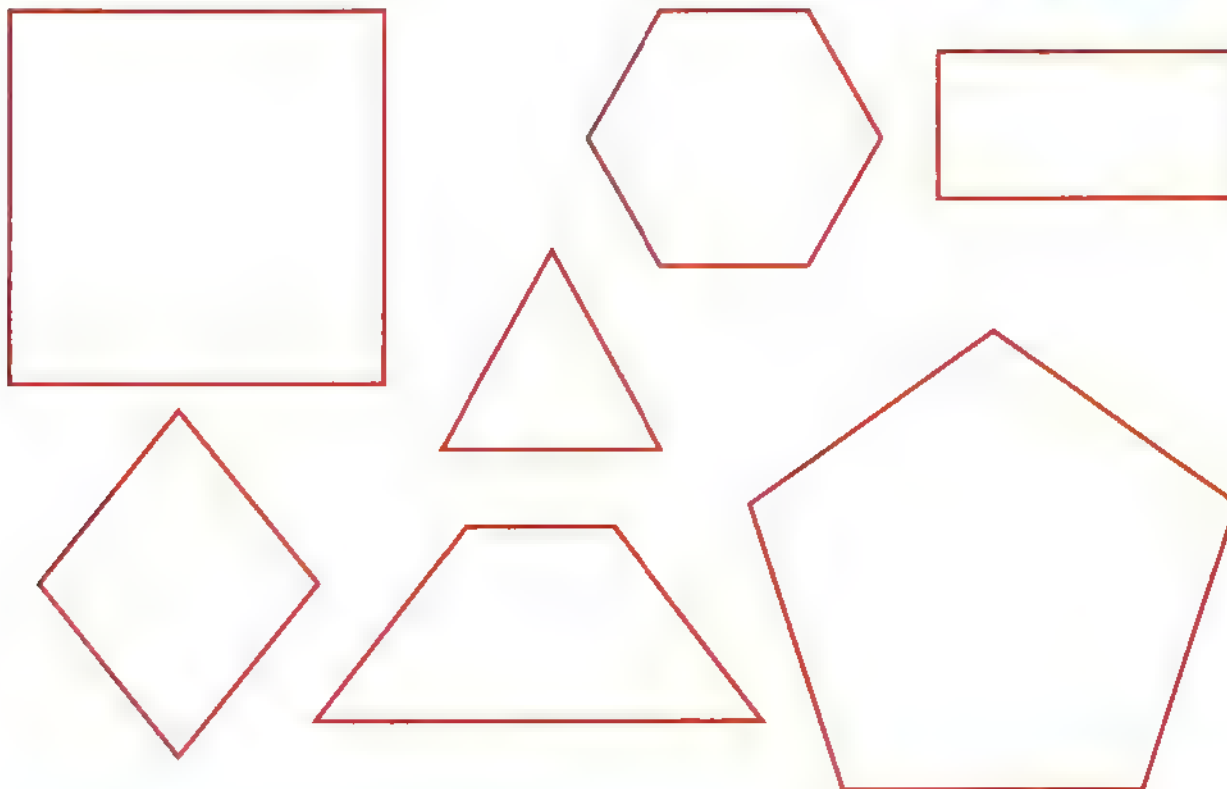
Find the object	Estimate the length
<p>a. Pencil</p> 	<p> <input type="radio"/> 2 cm      <input type="radio"/> 12 cm  <input type="radio"/> 30 cm      <input type="radio"/> 50 cm         </p>
<p>b. Eraser</p> 	<p> <input type="radio"/> 30 cm      <input type="radio"/> 20 cm  <input type="radio"/> 10 cm      <input type="radio"/> 4 cm         </p>
<p>c. Shoe</p> 	<p> <input type="radio"/> 8 cm      <input type="radio"/> 80 cm  <input type="radio"/> 18 cm      <input type="radio"/> 38 cm         </p>
<p>d. Notebook</p> 	<p> <input type="radio"/> 2 cm      <input type="radio"/> 25 cm  <input type="radio"/> 50 cm      <input type="radio"/> 100 cm         </p>
<p>e. Mobile</p> 	<p> <input type="radio"/> 5 cm      <input type="radio"/> 15 cm  <input type="radio"/> 50 cm      <input type="radio"/> 80 cm         </p>

**3** Measure the missing side length using a ruler.





- 4** Measure one side of each shape.  
Record each measurement in the table below.



Object	Measurement
a. Triangle	_____ cm
b. Square	_____ cm
c. Rhombus	_____ cm
d. Rectangle short side	_____ cm
e. Rectangle long side	_____ cm

Object	Measurement
f. Trapezoid short side	_____ cm
g. Trapezoid long side	_____ cm
h. Pentagon	_____ cm
i. Hexagon	_____ cm

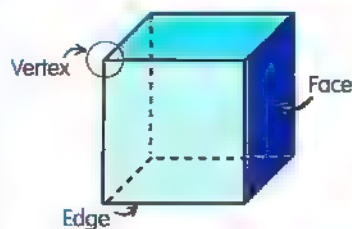


- Attributes of 3-dimensional shapes
- Sorting 3-dimensional shapes
- Creating 3-dimensional shapes



## Learn 1 Attributes of 3-dimensional shapes

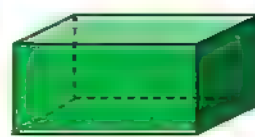
- An **edge** is where two **faces** meet.
- The **vertices** are the corners where edges meet.



**Cube**

The cube has :

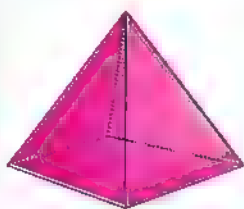
- 8 vertices.
- 12 edges.
- 6 flat faces.
  - Each face is a square.
  - All faces have the same size.



**Rectangular prism  
(Cuboid)**

The rectangular prism has :

- 8 vertices.
- 12 edges.
- 6 flat faces.
  - Each face is a rectangle or a square.
  - Each two opposite faces have the same size.



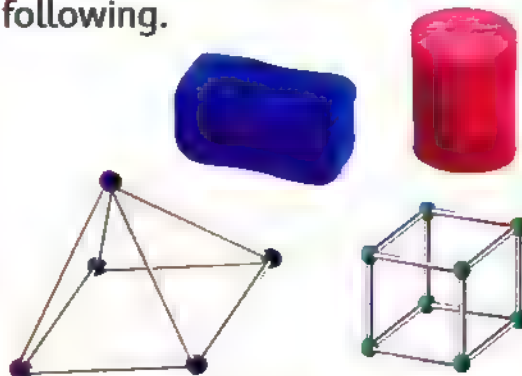
**Square-based  
pyramid**

The square-based pyramid has :

- 5 vertices.
- 8 edges.
- 5 faces.  
(1 square flat face (base)  
and 4 triangular flat faces)

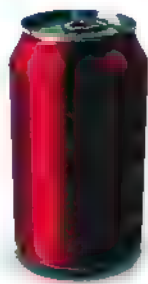
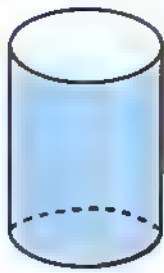


You can create many solids using clay and straws as the following.



### Notes for parents

- Ask your child to find two objects in your home and tell you how many faces, vertices and edges for each object.
- Ask your child to count the faces, edges, and vertices of each solid in this page.



## Cylinder

The cylinder has :

- No vertices.
- No edges.
- 2 circular flat faces (bases).
- 1 curved face.



## Sphere

The sphere has :

- No vertices.
- No edges.
- No flat faces.
- 1 curved face.



## Learn 2 Sorting 3-dimensional shapes

- There are different sortings for 3-dimensional shapes as the following.

### Solids with 4 or more faces

- Cube
- Rectangular prism
- Square-based pyramid



### Solids with 0 edges, faces or vertices

- Sphere



### Solids with 10 or more edges

- Cube
- Rectangular prism



### Solids with 6 or more edges

- Cube
- Rectangular prism
- Prism
- Square-based pyramid



### Solids with at least 1 circle face

- Cylinder



### Solids with more than 2 faces but fewer than 6

- Square-based pyramid



### Notes for parents

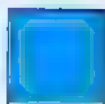
- Ask your child to find a ball and a can, and then tell how they are alike and how they are different.
- Bring to your child cans, dice, basketball, model of Giza Pyramids, variety of boxes and ask him/her to sort them based on their shapes.

## Learn 3 Faces of solids

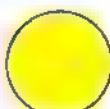


## Check

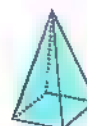
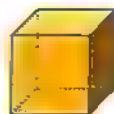
Circle the solid in which you can see the given shape.



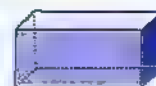
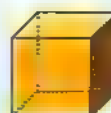
Square



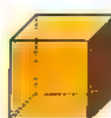
Circle



Rectangle



Triangle



- Help your child color one face of a solid and make it as a print stamp on a paper sheet.
- Help your child know the difference between attributes of each solid.

## Exercise

# 24

On Lessons 8 to 10

- Attributes of 3-dimensional shapes
- Sorting 3-dimensional shapes
- Creating 3-dimensional shapes

**1** Write the name, and how many faces, edges and vertices there are.

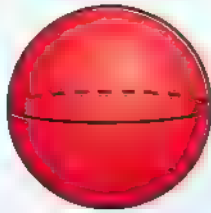
a.

Name : \_\_\_\_\_

\_\_\_\_\_ vertices

\_\_\_\_\_ flat faces

\_\_\_\_\_ edges



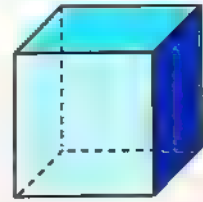
b.

Name : \_\_\_\_\_

\_\_\_\_\_ vertices

\_\_\_\_\_ flat faces

\_\_\_\_\_ edges



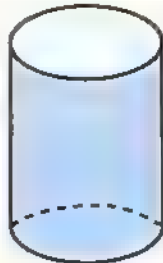
c.

Name : \_\_\_\_\_

\_\_\_\_\_ vertices

\_\_\_\_\_ flat faces

\_\_\_\_\_ edges



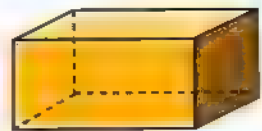
d.

Name : \_\_\_\_\_

\_\_\_\_\_ vertices

\_\_\_\_\_ flat faces

\_\_\_\_\_ edges



e.

Name : \_\_\_\_\_

\_\_\_\_\_ vertices

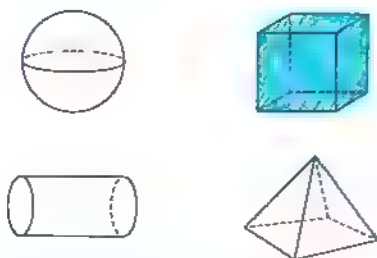
\_\_\_\_\_ flat faces

\_\_\_\_\_ edges

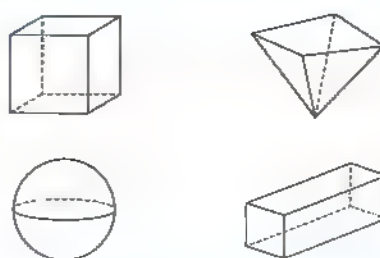


**2** Color the solid figure that matches the number of faces, edges, and vertices. The first one is done for you.

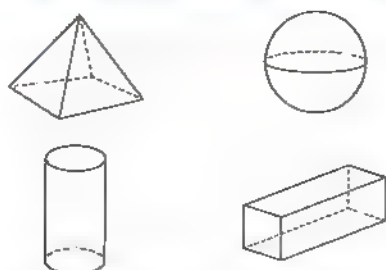
a. 6 faces, 12 edges, 8 vertices



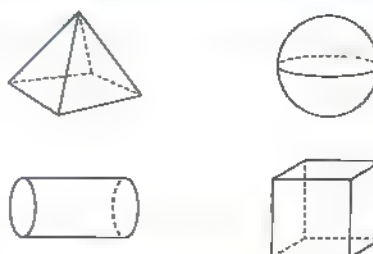
b. 5 faces, 8 edges, 5 vertices



c. 6 faces, 12 edges, 8 vertices

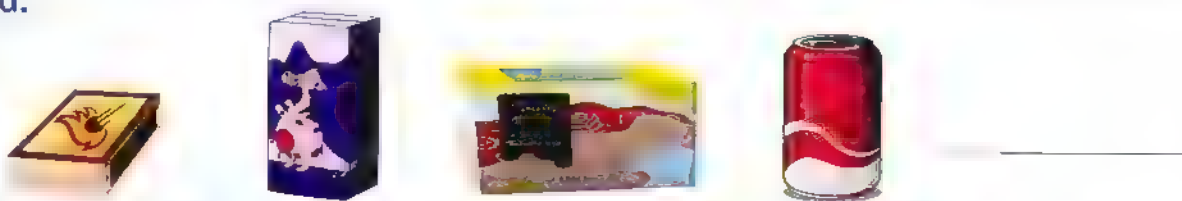


d. 0 faces, 0 edges, 0 vertices



**3** Circle the objects that have the same shape. Cross out the object that does not belong. Name the solid figures you circled.

a.



b.



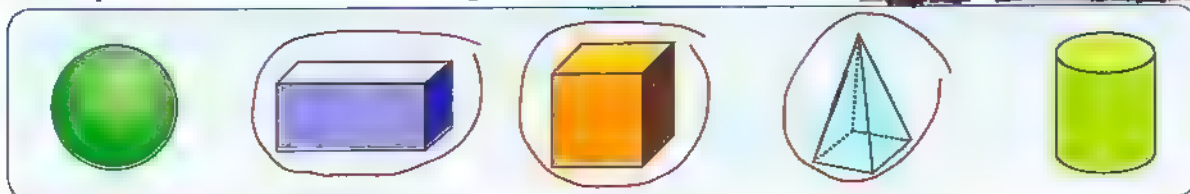
c.



- 4** Circle the solid figures that match the given data.  
The first one done for you.



a. Shapes with 6 or more edges.



b. Shapes with 5 vertices.



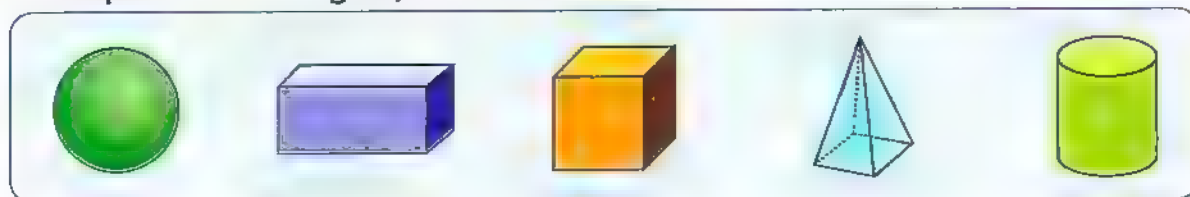
c. Shapes with at least 1 circle face.



d. Shapes with more than 2 faces but fewer than 6.



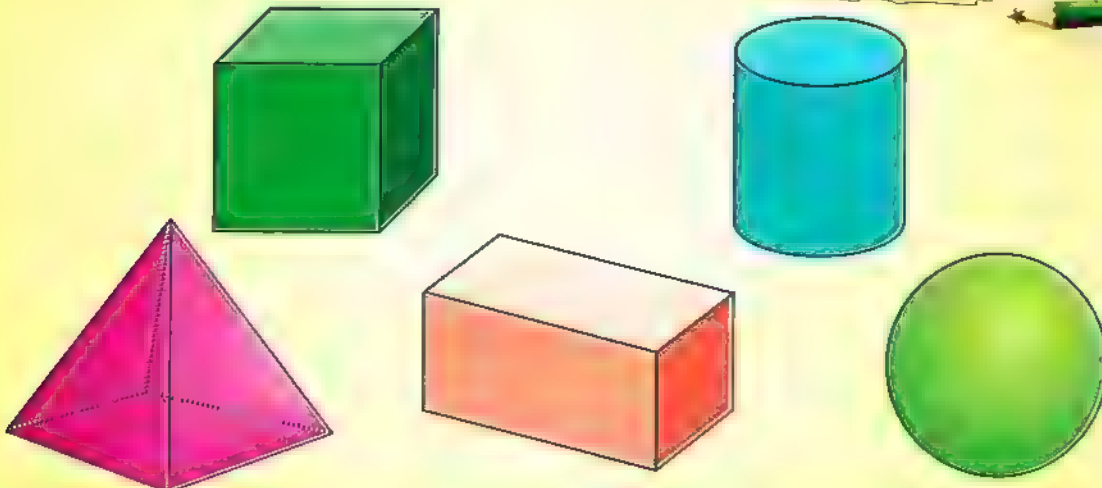
e. Shapes with 0 edges, 0 faces and 0 vertices.



f. Shapes with more than 5 vertices.

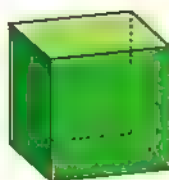
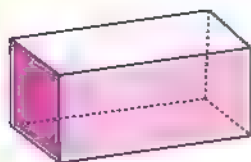
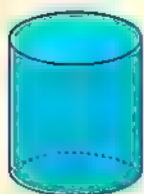


- 5** Complete the table below by writing the number of solids.

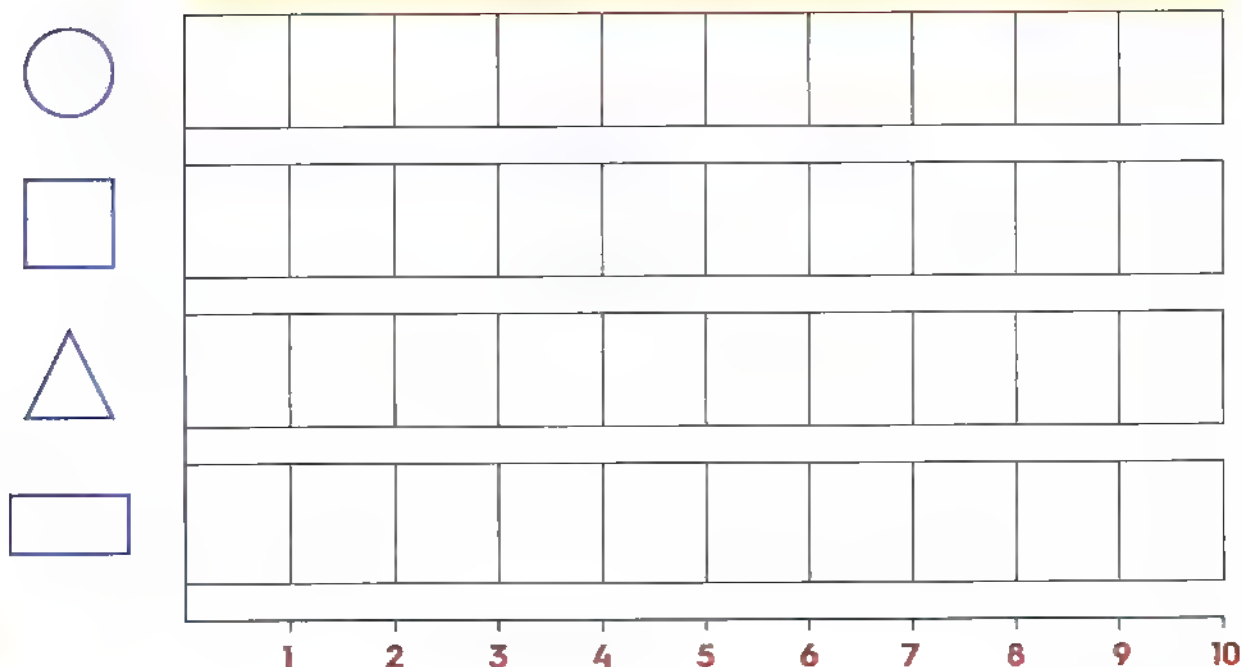


a. Number of solids with at least 1 circle face.	_____
b. Number of solids with at least 1 square face.	_____
c. Number of solids with no flat faces.	_____
d. Number of solids with at least 1 triangular face.	_____
e. Number of solids with 8 vertices.	_____
f. Number of solids without any vertices.	_____
g. Number of solids with 5 vertices.	_____
h. Number of solids with 8 edges.	_____
i. Number of solids with 12 edges.	_____
j. Number of solids without any edges.	_____

- 6** Count the number of circles, squares, rectangles, and triangles that are made by tracing each flat surface of each solid. Color one box in the graph for every plane shape you count.



**Number of plane shapes found in solids**



**Answer the questions.**

a. Write the total number of plane shapes counted.

\_\_\_\_\_ circles

\_\_\_\_\_ squares

\_\_\_\_\_ rectangles

\_\_\_\_\_ triangles

b. Which plane shape was counted the most ? \_\_\_\_\_

c. Which plane shape was counted the least ? \_\_\_\_\_



**7** Choose the correct answer.

- a. Number vertices of square-based pyramid is \_\_\_\_ ( 3 or 4 or 5 or 8 )
- b. \_\_\_\_ has 12 edges.  
( Cylinder or Sphere or Square-based pyramid or Cuboid )
- c. The solid figure which has 2 circular flat faces is \_\_\_\_  
( sphere or cylinder or cube or rectangular prism )
- d. Number of faces of cuboid  number of faces of cube ( > or = or < )
- e. \_\_\_\_ has no edges.  
( Cube or Sphere or Square-based pyramid or Cuboid )
- f. The solid in which all faces are squares is \_\_\_\_  
( cuboid or square-based pyramid or sphere or cube )
- g. \_\_\_\_ has a curved face.  
( Cube or Cylinder or Cuboid or Square-based pyramid )
- h. The solid figure that has 5 faces, 8 edges, 5 vertices is \_\_\_\_  
( rectangular prism or cylinder or square-based pyramid or sphere )

**8** Complete.

- a. The rectangular prism has \_\_\_\_ edges.
- b. Cylinder has \_\_\_\_ circular flat faces.
- c. The solid figure which has 5 vertices is \_\_\_\_
- d. Cube has \_\_\_\_ edges, \_\_\_\_ vertices and \_\_\_\_ faces.
- e. \_\_\_\_ has 0 flat faces and 1 curved face.
- f. Each face in the cube is in the shape of \_\_\_\_
- g. Each of \_\_\_\_ and \_\_\_\_ has 6 flat faces.
- h. Number of vertices of a cylinder is \_\_\_\_



# 6

## CHAPTER





## Outcomes of chapter six :

At the end of chapter six, your child will be able to:

### ► Lessons 1 & 2 :

- Participate in calendar math activities.
- Select appropriate units to measure the mass of objects.
- Match items to mass in grams or kilograms.
- Compare grams and kilograms.
- Investigate the mass of various items.

### ► Lessons 3 & 4 :

- Participate in calendar math activities.
- Solve story problems involving mass.
- Create one-step story problems involving adding or subtracting units of mass.
- Solve addition and subtraction story problems.

### ► Lessons 5 & 6 :

- Participate in calendar math activities.
- Distinguish between A.M. and P.M.
- Tell time to the hour.
- Explain that a day equals 24 hours.
- Create an analog clock.

### ► Lessons 7 & 8 :

- Participate in calendar math activities.
- Show time to the half hour on an analog clock.
- Write time to the hour and half hour.
- Tell time to the half hour.
- Read time to the hour and half hour.
- Match digital times to analog times.

### ► Lessons 9 & 10 :

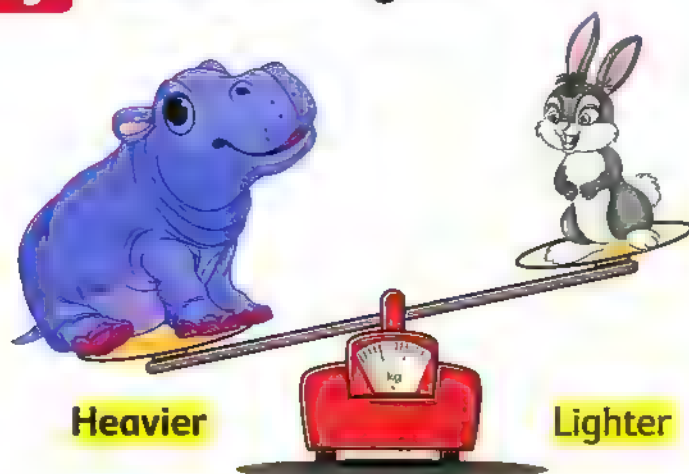
- Participate in calendar math activities.
- Write time to the quarter hour.
- Match analog times to the quarter hour to their digital and written forms.
- Read time to the quarter hour.

- Measuring mass
- Units of measuring mass



## Pre-study

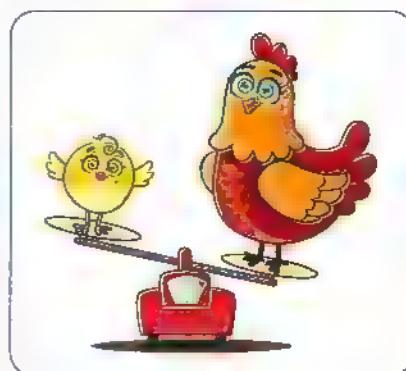
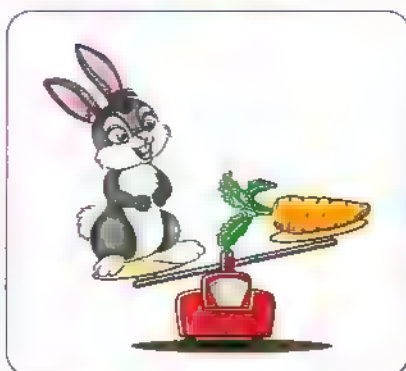
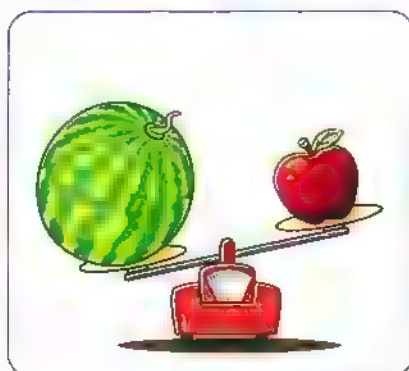
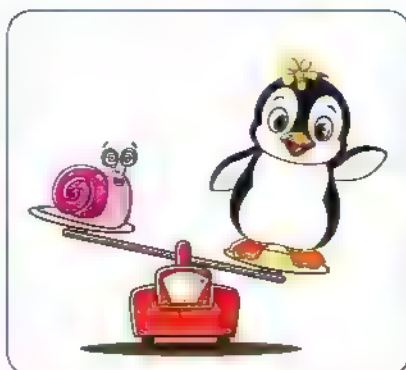
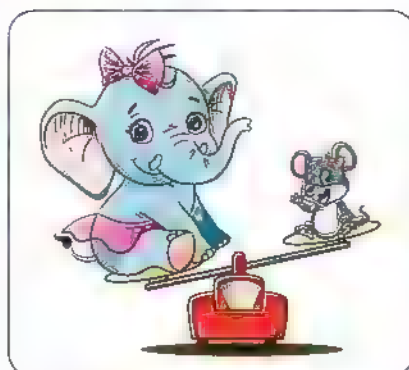
### Heavier and lighter



## Check



Circle the lighter object.



### Notes for parents

- Give your child two objects of clearly different weights, ask him/her to hold one object in each hand and tell you which is heavier.
- Ask your child to show you something that is heavier than a spoon and another something that is lighter than the spoon.



## Learn 1

## Measuring mass and its units

**Grams (gm) and Kilograms (kg)** are measuring units of **mass**.

### Note :

Mass and weight are different.

- Mass stays the same no matter where you are.
- Weight changes from a place to another, for example the weight of any object on the Earth is different from its weight on the moon.

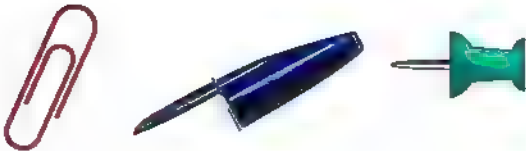


This paperclip is about **1 gram**.



This large book is about **1 kilogram**.

Gram is used to measure objects with less mass, which are lighter objects, **such as :**



Kilogram is used to measure objects with more mass, which are heavier objects, **such as :**



## Check



Circle the better unit you would use to measure the real object.



grams

kilograms



grams

kilograms



grams

kilograms

- Ask your child to find something in your home its mass is about 1 gram and another something its mass is about 1 kilogram, then determine which one of them is heavier.
- Ask your child to tell something he/she can measure it in grams, and another something can measure it in kilograms.



## Learn 2 Estimating and comparing masses



This paperclip is about **1 gram**.

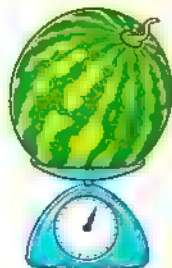
This milk bottle is about  **$\frac{1}{2}$  kilogram**.



This bag of sugar is about **1 kilogram**.



This watermelon is about **5 kilograms**.



This child is about **10 kilograms**.



### Check

Look at each object. Circle the better estimation.



90 grams      90 kilograms



2 kilograms      100 kilograms



200 grams      10 kilograms


- Ask your child to show you something its mass is measured about  $\frac{1}{2}$  kilogram and another one its mass is measured about 5 kilograms.
- Ask your child if there a dog weighs about 10 kg, and which object do you think weighs about 100 kg ?

# Exercise

## 25

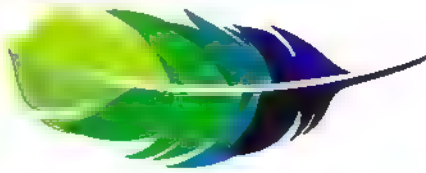
On Lesson 1 & 2

- Measuring mass
- Units of measuring mass

 From the school book

**1** Circle the better unit you would use to measure the real object.

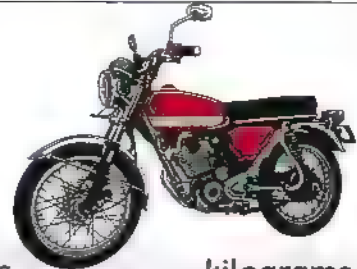
a. 



grams

kilograms

b. 



grams

kilograms

c. 



grams

kilograms

d.



grams

kilograms

e. 



grams

kilograms

f. 



grams

kilograms

g.



grams

kilograms

h. 



grams

kilograms

i. 



grams

kilograms

j. 



grams

kilograms

**2** Look at each object. Circle the better estimation.

a.



1 gram

$\frac{1}{2}$  kilogram

b.



1 gram

5 kilograms

c.



$\frac{1}{2}$  kilogram

5 kilograms

d.



1 kilogram

1 gram

e.



1 gram

1 kilogram

f.



1 kilogram

10 kilograms

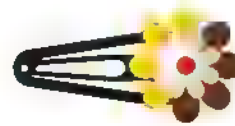
g.



1 gram

1 kilogram

h.



2 grams

2 kilograms

i.



15 grams

15 kilograms

j.



10 kilograms

100 kilograms

- 3** Estimate 1 gm, 5 kg or 10 kg, then arrange from least to greatest mass.  
The first one is done for you.

a.



10 kg

3



1 gm

1



5 kg

2

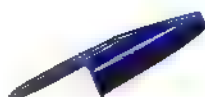
b.



c.



d.



Place  
a smiley  
face

- Applications on measuring mass
- More applications on measuring mass

## Learn

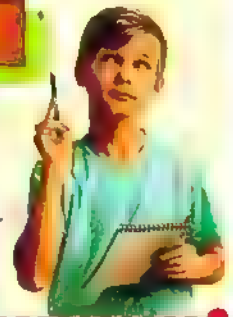
A fruit seller bought **56** kilograms of banana, he sold **14** kilograms of them.

How many kilograms of banana is left with him ?

$$\text{The left} = 56 \text{ kg} - 14 \text{ kg} = 42 \text{ kg}$$



Write a number sentence to find the required.



Wael has two balls that weigh **100** grams and **60** grams.

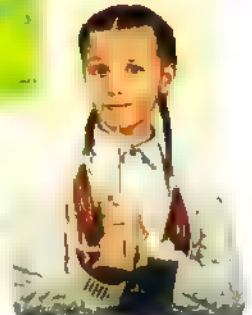
He put them both in his bag to take them to the club.

How much do Wael's balls weigh together ?

$$\text{The sum} = 100 \text{ gm} + 60 \text{ gm} = 160 \text{ gm}$$



Write a number sentence to find the required.



## Check

Ahmed has a chair that weighs **11** kilograms and a bag that weighs **13** kilograms.

He wants to carry them at the same time.

How much do the chair and the bag weigh all together ?





## Exercise

# 26


On Lesson 3 & 4

- Applications on measuring mass
- More applications on measuring mass


 From the school book

- 1**  Fatima has a bicycle that weighs 12 kilograms. Her sister has a tricycle that weighs 9 kilograms. Their dad wants to carry them at the same time. **How much do the bikes weigh all together ?**



- 2**  Mostafa has a bag of rocks that weighs 19 kilograms. He found 7 more kilograms of rocks and put them in his bag. **How many kilograms of rocks does Mostafa have in his bag in all ?**



- 3**  Aisha has 1 dog that weighs 10 kilograms and 1 cat that weighs 5 kilograms. **How much do both of Aisha's pets weigh together ?**



- 4** Mina has a baby boy that weighs 12 kilograms and a girl that weighs 27 kilograms. Mina wants to carry them at the same time. **How much do they weigh all together ?**



- 5**  Karim has a box of crackers that weighs 78 grams.

He eats 19 grams of crackers. **How many grams of crackers are left in the box ?**

---

---



- 6**  Raja has two toy balls that each weigh 100 grams.


He puts them both in his bag to take to the park.

**How much Raja's toy balls weigh together ?**

---

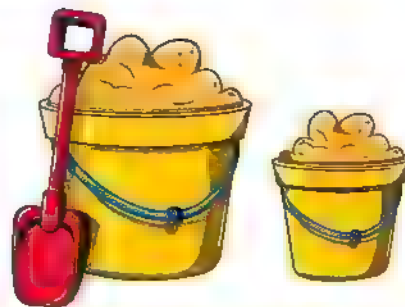
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- 7**  Mukhtar had a bucket filled with 65 grams of sand to build a sandcastle. His friend brought another bucket with 26 grams of sand. **How many grams of sand do they have all together to build a sandcastle ?**

---

---



- 8**  Yasmin bought a bag of sugar that weighed 80 grams.

She made cookies and used 20 grams of sugar.

**How many grams of sugar does Yasmin have left ?**

---

---



- 9** A fruit seller bought 37 kilograms of oranges and 53 kilograms of apples.  
How many kilograms he has in all ?

---

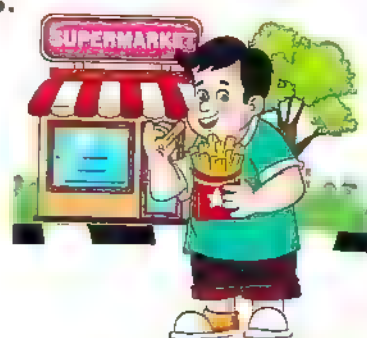
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- 10** Hany had a bag of potato chips that weighs 86 grams.  
He ate 23 grams of chips.  
How many grams of chips were left in the bag ?

---

---



- 11** Heba bought a bag of flour that weighs 30 kilograms.  
She made a pizza for her friends and used 4 kilograms of flour.  
How many kilograms of flour did Heba have left ?

---

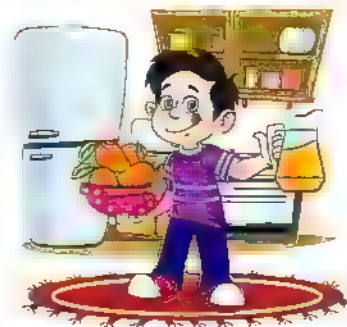
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- 12** Sameh bought 15 kg of mango, he used 9 kg of them to make juice.  
How many kilograms of mango were left ?

---

---



- 13** Samy has a bag of mass 100 gm. In this bag, he puts a notebook of mass 90 gm.

**What is the mass of the bag and the notebook ?**

---

---



- 14** Karim used 52 grams of salt and 25 grams of pepper to make a pizza.

**What is the total mass of salt and pepper ?**

---

---



- 15** Amgd has two bags of marbles. One of them weighs 6 kg and the other weighs 7 kg, his friend collected two bags of marbles, one bag weighs 8 kg and the other weighs 4 kg.

**How many kilograms of marbles do Amgd and his friend have in all ?**

---

---



- 16**  Heba collected two bags of seashells.

One weighed 4 kilograms and the other weighed 5 kilograms. Her sister collected two bags of seashells. One bag weighed 6 kilograms and the other weighed 5 kilograms. **How many kilograms of seashells do Heba and her sister have in all ?**

---

---



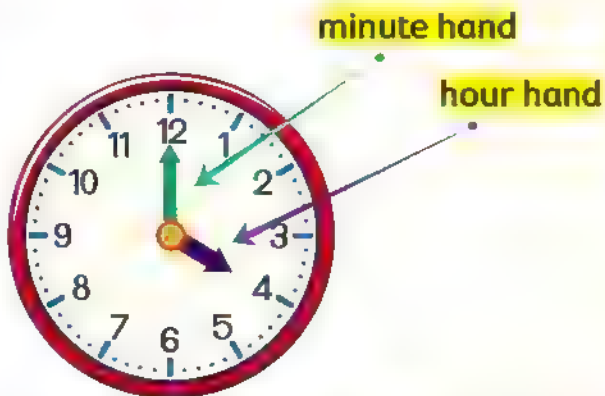
Place  
a smiley  
face

- Time "A.M. or P.M."
- Creating an analog clock



## Remember Reading time

- When the minute hand points to 12, it is o'clock.



The time is  
4 o'clock.



- These two clocks show time to the hour.



Analog clock



Digital clock

Both clocks show  
9 o'clock.



## Check



Write the time.



\_\_\_\_\_ o'clock



\_\_\_\_\_ o'clock



\_\_\_\_\_ o'clock

### Notes for parents

- Explain that in one hour, the minute hand is making a full rotation around the clock, but the hour hand is moving between two numbers and moves much more slowly.



## Learn Time "A.M. or P.M."

- The day is 24 hours, the day is divided into two parts.

A.M. and P.M.

**Noon** is 12:00  
in the day.

**Midnight** is 12:00  
in the night.



**A.M.** is the half of the day in  
the morning time  
from 12 **midnight** until 12 **noon**.

**P.M.** is the half of the day in  
the afternoon and evening time  
from 12 **noon** until 12 **midnight**.



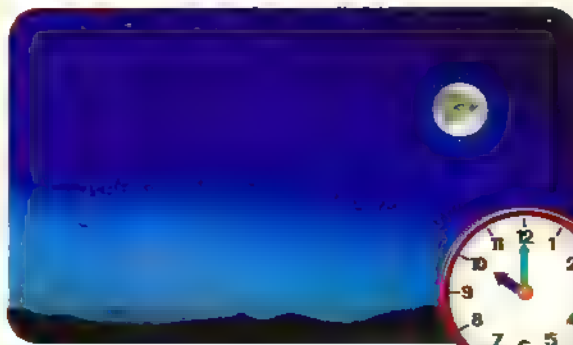
07:00 A.M. is in the morning



07:00 P.M. is in the evening



10:00 A.M. is in the morning



10:00 P.M. is in the evening

- At different times of the day, ask your child to read an analog clock and tell you the time is A.M. or P.M.
- Ask your child to name 3 activities that he/she does in the A.M. and 3 more activities that he/she does in the P.M.

# Exercise

## 27

On Lesson 5 & 6

- Time "A.M. or P.M."
- Creating an analog clock

From the school book

**1** Write the time. The first one is done for you.

a.



3 o'clock

b.



o'clock

c.



o'clock

d.



o'clock

e.



o'clock

f.



o'clock

g.



o'clock

h.



o'clock

**2** Join the two clocks that tell the same time.

a.



b.












c.












d.




**3** Write the time shown on the clock.


a.  9 o'clock	b.  11 o'clock	c.  4 o'clock
d.  6 o'clock	e.  5 o'clock	f.  1 o'clock
g.  12 o'clock	h.  8 o'clock	i.  3 o'clock

**4** Show the time on the clock.


a.  4 o'clock	b.  7 o'clock	c.  6 o'clock
d.  9 o'clock	e.  10 o'clock	f.  12 o'clock
g.  1 o'clock	h.  5 o'clock	i.  2 o'clock

- 5** Decide if the activity happens in the A.M. or P.M.  
Circle the correct answer.


a.  eat breakfast




       A.M.




       P.M.

b.  ride a bicycle



       A.M.




       P.M.

c. go to art class



       A.M.



       P.M.

d. set the table for dinner




       A.M.




       P.M.

e. read a bedtime story




       A.M.




       P.M.

f. arrive at school




       A.M.




       P.M.


g. ride home from school




       A.M.




       P.M.

h.  sleeping



       A.M.



       P.M.

Place  
a smiley  
face

# Lessons 7 & 8

- Reading time with halves
- Applications on time



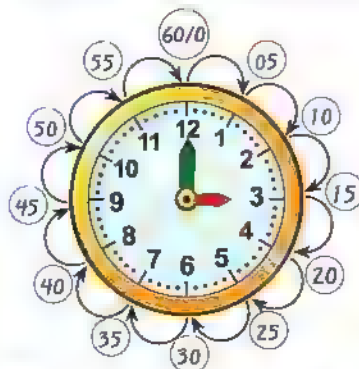
## Learn

### Remember

The minute hand moves from one number to the next in 5 minutes.



There are **60** minutes in 1 **hour**.

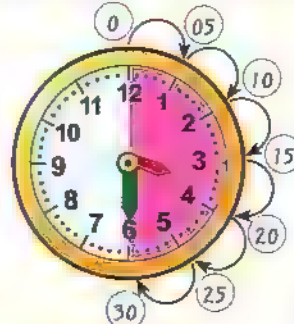


or  
**3 o'clock**



The hour hand points to **3**.  
The minute hand points to **12**.

There are **30** minutes in a **half hour**.



or  
**half past 3**



The hour hand points halfway between **3** and **4**. The minute hand points to **6**.

## Check

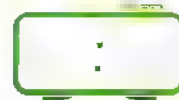
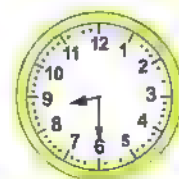


Show the time. Where are the hands? Write the numbers. Write the time.  
The first one is done for you.

- The hour hand is halfway between **2** and **3**
- The minute hand is at **6**
- **Half past 2**



- The hour hand is halfway between \_\_\_\_\_ and \_\_\_\_\_
- The minute hand is at \_\_\_\_\_
- \_\_\_\_\_



- The hour hand is halfway between \_\_\_\_\_ and \_\_\_\_\_
- The minute hand is at \_\_\_\_\_
- \_\_\_\_\_



- The hour hand is halfway between \_\_\_\_\_ and \_\_\_\_\_
- The minute hand is at \_\_\_\_\_
- \_\_\_\_\_



### Notes for parents

- At time on the half hour, ask your child to show you the minute hand and the hour hand on a clock and tell what time is it.
- Ask your child to say the times on the half hour in order, beginning with half past 1 (half past 1, half past 2, half past 3 and so on).

# Exercise

## 28

On Lesson 7 & 8

- Reading time with halves
- Applications on time

From the school book

### 1 Write the time.

a.



\_\_\_\_\_ : \_\_\_\_\_

b.



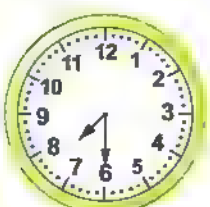
\_\_\_\_\_ : \_\_\_\_\_

c.



\_\_\_\_\_ : \_\_\_\_\_

d.



\_\_\_\_\_ : \_\_\_\_\_

e.



\_\_\_\_\_ : \_\_\_\_\_

f.



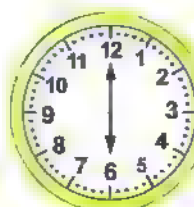
\_\_\_\_\_ : \_\_\_\_\_

g.



\_\_\_\_\_ : \_\_\_\_\_

h.



\_\_\_\_\_ : \_\_\_\_\_

i.



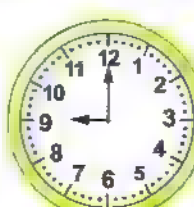
\_\_\_\_\_ : \_\_\_\_\_

j.



\_\_\_\_\_ : \_\_\_\_\_

k.



\_\_\_\_\_ : \_\_\_\_\_

l.



\_\_\_\_\_ : \_\_\_\_\_

## 2 What time is it ?

a.



b.



c.



d.



e.



f.



g.



h.



i.



j.



k.



l.



m.



n.



o.



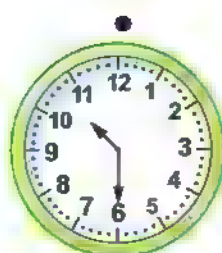
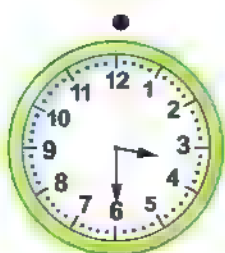
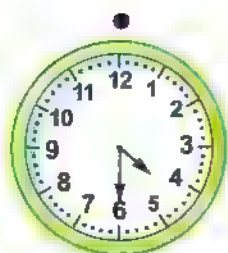
### 3 Match.

a. Half past 10

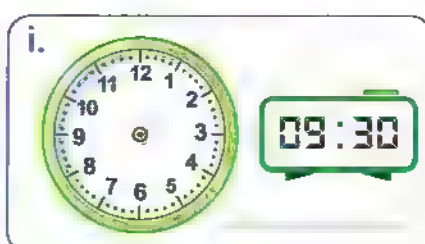
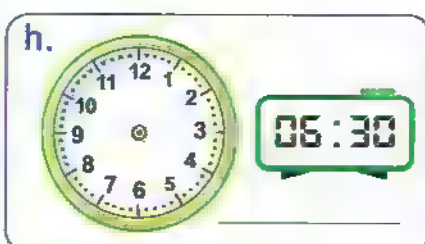
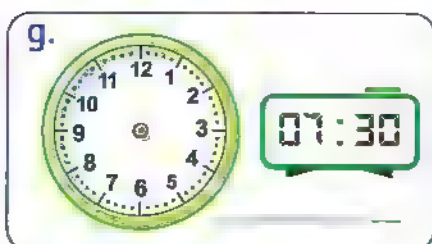
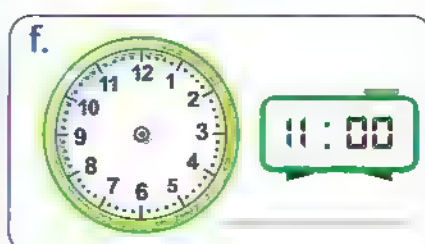
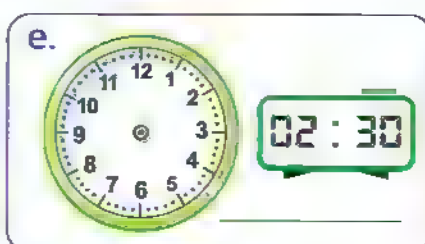
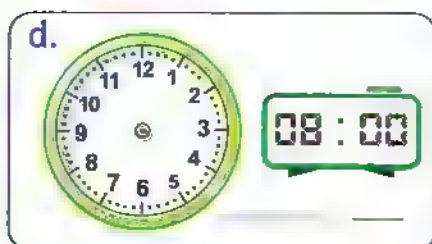
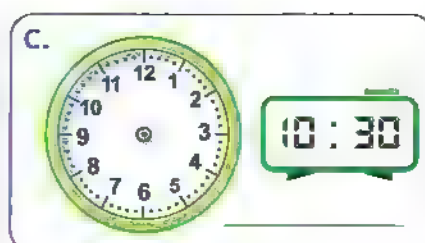
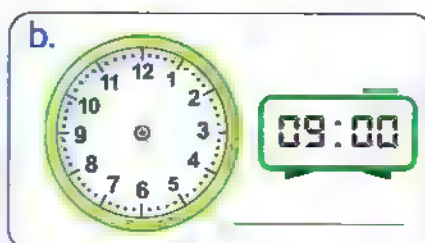
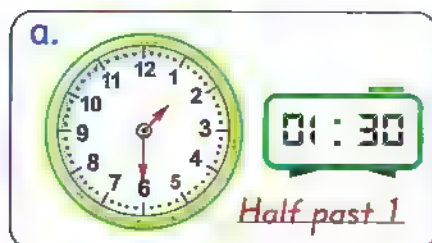
b. Half past 4

c. Half past 11

d. Half past 3



### 4 Draw the hour hand and the minute hand and write the time. The first one is done for you.



**5** Draw the hour hand and the minute hand and write the time.  
The first one is done for you.




**6** Put (✓) to the correct statement or (X) to the incorrect statement.

a.  The time is half past 3 ( )

b.  The time is 2 o'clock ( )

c.  The time is half past 7 ( )

d.  The time is half past 11 ( )

e.  The time is half past 12 ( )

f.  The time is half past 9 ( )



Place a smiley face

- Reading time in minutes
- More applications on time



## Learn

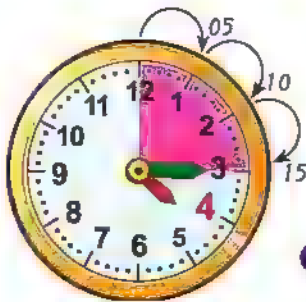
### Reading times with quarters

The minute hand has moved through one quarter of an hour.  
(15 minutes have passed)

The minute hand has moved through three quarters of an hour.  
(45 minutes have passed)



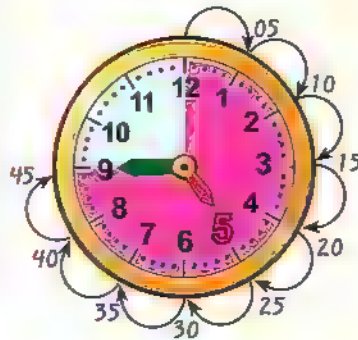
The minute hand is pointing to **3**  
The hour hand is closer to **4**



or

**Quarter past 4**

The minute hand is pointing to **9**  
The hour hand is closer to **5**



or

**Quarter to 5**

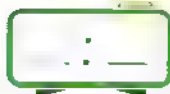
## Check



### Note :

Quarter **past** can be also said as quarter **after**.

Write the time. Choose the correct answer.



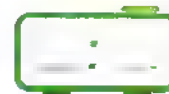
quarter past 5

quarter to 5



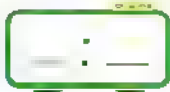
quarter past 11

quarter to 11



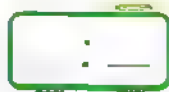
quarter past 9

quarter to 9



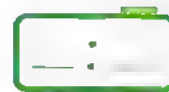
quarter past 4

quarter to 4



quarter past 12

quarter to 12



quarter after 2

quarter to 2

### Notes for parents

- Tell your child that one hour consists of 4 quarters, each quarter equals 15 minutes.
- Ask your child to practise skip counting by 5 to help him/her at telling time.

# Exercise

# 29

On Lesson 9 & 10

- Reading time in minutes
- More applications on time

## 1 Match.

a.

01:45

b.

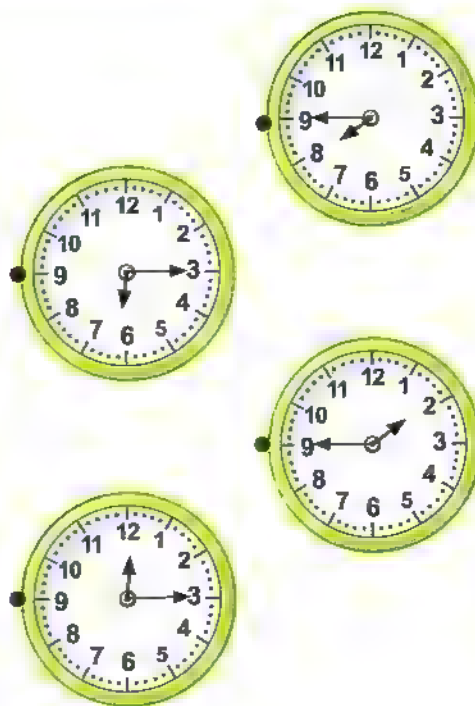
12:15

c.

06:15

d.

07:45



## 2 Draw the minute hand.

a.

06:45



b.

11:45



c.

05:15



d.

03:15



e.

09:15



f.

02:45



### 3 Match.

d. 05:15

b. 01:45

c. 11:45

d. 09:30

e. 03:15

f. 09:00

g. 09:15

h. 08:30

i. 02:45

j. 06:45

Quarter to 3

Quarter to 2

Quarter past 9

9 o'clock

Quarter to 7

Half past 9

Quarter past 5

Quarter to 12

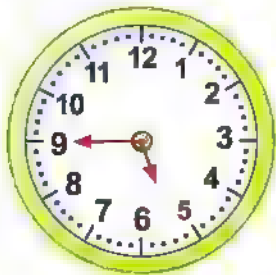
Half past 8

Quarter after 3

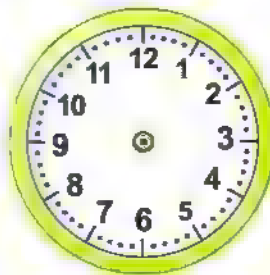


**4** Show the time on the two clocks. The first one is done for you.

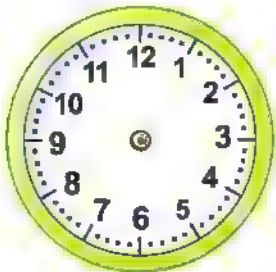
a. Quarter to 6



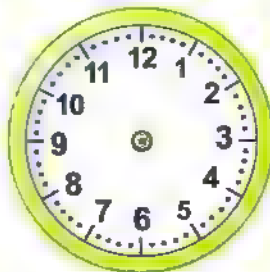
b. Quarter past 10



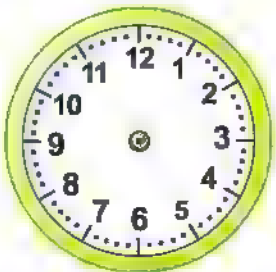
c. Quarter to 9



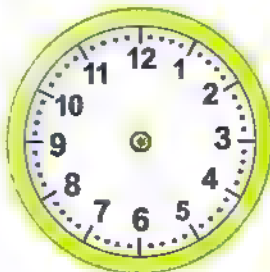
d. Quarter past 9



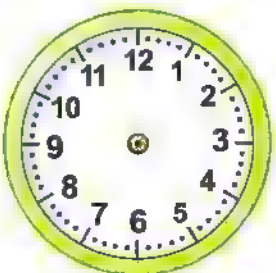
e. Quarter after 7



f. Quarter after 3



g. Quarter to 2

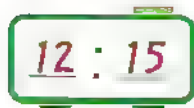


h. Quarter past 12



**5** Write the time in two ways. The first one is done for you.

a.



*Quarter past 12*

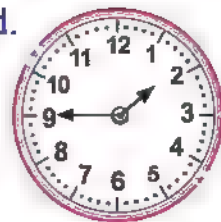
b.



c.



d.



e.



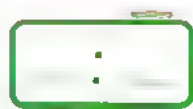
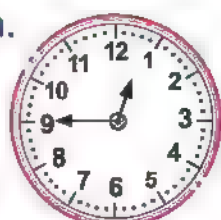
f.



g.



h.



i.



j.



k.



l.



Place  
a smiley  
face

# GLOSSARY



**A**

A.M.	صباخا
accepted	مقبول
accumulative	تراكمي
actual	فعلي
add	يجمع
addend	المضاف
addition	الجمع
after	بعد
all	كل
altogether	مقا
analog clock	الساعة ذات العقارب
another	آخر
area	مساحة
ascending	تصاعدي
assessment	تقييم
attribute	خاصية

**B**

backward	للخلف
bar graphs	أعمدة بيانية
base	قاعدة
better	أفضل
bigger	أكبر
break apart	تقسيم

**C**

calendar	تقويم
category	نوع
centimeter	سنتيمتر
challenge	تحدي
chart	مخطط
check	يتأكد
choose	يختار
circle	دائرة / بضع دائرة حول
closer to	أقرب إلى
color	يلون / لون
column	عمود
commutative	إبدال
compare	يقارن
comparing	مقارنة
complete	بكمّل

components  
convert  
correct  
counting  
counting back  
counting on  
cube  
cuboid  
curved face  
cylinder

مكونات  
يحوّل  
صحيح  
العد  
العد للخلف  
العد للأمام  
مكعب  
متوازي مستطيلات  
وجه منحنى  
أسطوانة

**D**

data  
decide  
decompose  
decomposing  
descending  
dice  
difference  
different  
digit  
digital clock  
dimension  
distance  
double  
draw

بيانات  
يقرر  
يحلل  
التحليل  
تنازلي  
حجر نرد  
فرق  
مختلف  
رقم  
الساعة الرقمية  
بُعد  
مسافة  
مضاعفة  
يرسم

**E**

edge  
equal to  
estimate  
estimation  
expanded form  
extra

حرف  
مساوٍ لـ  
يقدر  
تقدير  
الصيغة الممتدة  
إضافي

**F**

face  
fact  
few  
fewer  
fewest  
flat face  
form  
forward

وجه  
حقيقة  
قليل  
أقل  
الأقل  
وجه مستوي  
صيغة / شكل  
للأمام

**G**

gram	جرام
graph	بياني
greater	أكبر
greatest	الأكبر
group	مجموعة

**H**

half past	ونصف
halfway	منتصف المسافة
half	نصف
heavier	أثقل
heavy	ثقيل
hexagon	شكل سداسي الأضلاع
horizontal	أفقي
hour	ساعة
hour hand	عقرب الساعات
hundreds	مئات

**I**

incorrect	غير صحيح
information	بيانات

**J**

join	يوصل
------	------

**K**

key	مفتاح
kilogram	كيلو جرام

**L**

label	علامة / يضع علامة
last	أخير
learn	يتعلم
least	الأقل
left	باقى
length	طول
less	أقل
let	يجعل
light	خفيف
lighter	أخف
long	طويل

**M**

make	بكوّن / يجعل
mass	كتلة
match	يوصل
measurement	قياس
mental math	رياضيات ذهنية
meter	متر
midnight	منتصف الليل
minute	دقيقة
minute hand	عقرب الدقائق
missing	مفقود / ناقص
model	نموذج
more	أكثر
most	الأكثر / معظم
move	يتحرك

**N**

nonstandard	غير معياري
noon	منتصف النهار
number	عدد

**O**

object	شيء
ones	آحاد
opposite	مقابل
order	يرتب / ترتيب
or	أو

**P**

P.M.	مساءً
parallel	بوازي / متوازي
pattern	نمط
pentagon	شكل خماسي الأضلاع
pictograph	التمثيل البياني المصور
place value	قيمة مكانية
plan	يخطط
plus	رائد
prism	منشور
problem	مشكلة / مسألة
property	خاصية
pyramid	هرم

**Q**

quadrilateral  
quantity  
quarter past  
quarter to

شكل رباعي الأضلاع  
مقدار / كمية  
وربع  
إلا ربع

**R**

real  
record  
rectangle  
rectangular prism  
regroup  
regrouping  
remained  
represent  
rest  
result  
rhombus  
row  
ruler

حقيقي  
يسجل  
مستطيل  
متوازي مستطيلات  
يعيد التجميع  
إعادة التجميع  
باقي  
يمثل / يعرض  
باقي  
نتائج  
معين  
صف  
مسطرة

**S**

same  
scale  
sentence  
shape  
short  
show  
side  
skip counting  
smaller  
solid  
solve  
solving  
sort  
sorting  
sphere  
square  
standard form  
standard unit  
start  
statement

نفس الشيء  
مقياس  
جملة  
شكل  
قصير  
يعرض  
ضلع  
العد بالقفز  
أصغر  
مجسم  
يحل  
حل  
يصنف  
تصنيف  
كرة  
مربع  
الصيغة الرمزية  
وحدة القياس المعيارية  
يبدأ  
عبارة

step  
stick  
strategy  
subtract  
subtraction  
subtrahend  
sum  
symbol

خطوة  
قضيب / عصا  
استراتيجية  
يطرح  
طرح  
العدد المطروح  
مجموع  
رمز

**T**

table  
take away  
telling time  
tens  
think  
three-dimensional  
till  
together  
total  
trapezium  
trapezoid  
triangle  
two-dimensional

جدول  
يطرح / يزيل  
قراءة الوقت  
عشرات  
يفكر  
ثلاثي الأبعاد  
حتى  
مقا  
مجموع  
شبه منحرف  
شبه منحرف  
مثلث  
ثنائي الأبعاد

**U**

understand  
unknown

يفهم  
مجهول

**V**

value  
vertex  
vertical  
vertices  
vote

قيمة  
رأس  
رأسي  
رؤوس  
رأي

**W**

way  
weigh  
weight  
without  
word form  
work

طريقة / أسلوب  
يزن  
وزن  
بدون  
الصيغة الكلامية  
يعمل / عمل

# Mathematics

STEP BY STEP REVISION FREE PART

1

- Worksheets
- General Revision
- Final Assessments



2<sup>nd</sup>  
PRIMARY  
FIRST TERM  
2025

# Index

**First:** Worksheet



**Second:** General Revision



**Third:** Final Assessments



**First**

# Worksheets



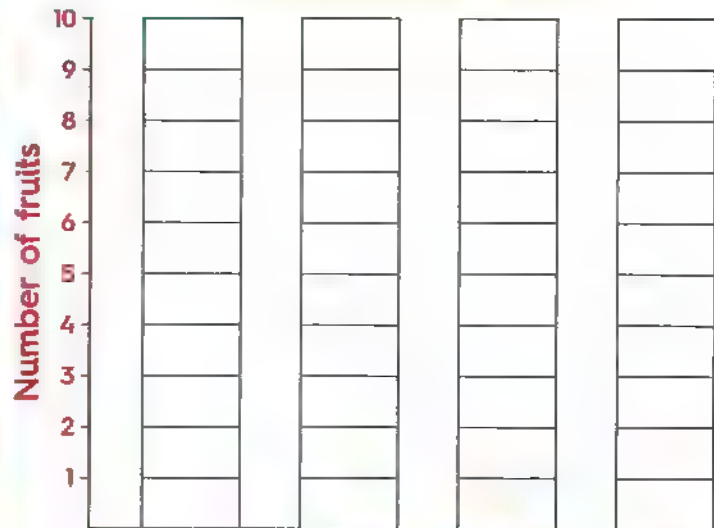
# Sheet 1

On lessons 1 to 3 - chapter 1

1 Color one box for each fruit.



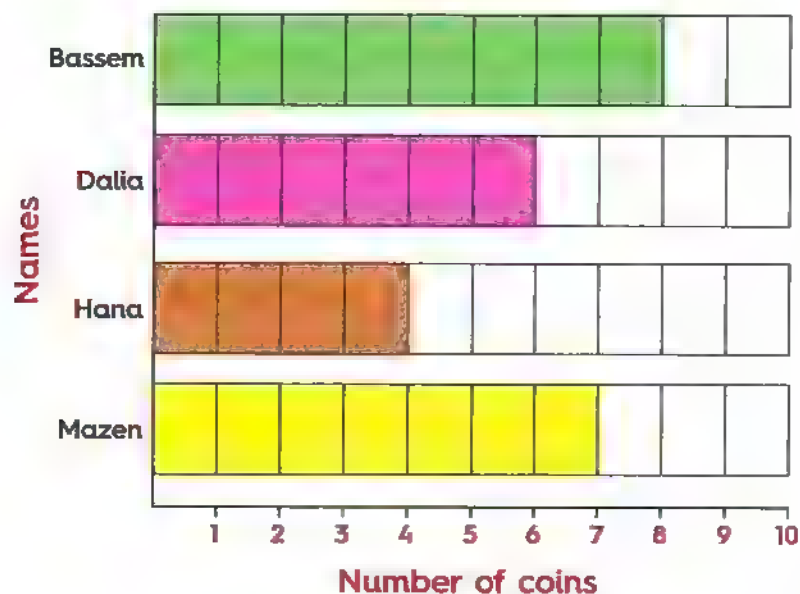
Fruits in the picture



Fruits

2 Use the bar graph to complete using "> , < or =".

Saved coins



a. Number of coins Bassem saved —  — Number of coins Hana saved.

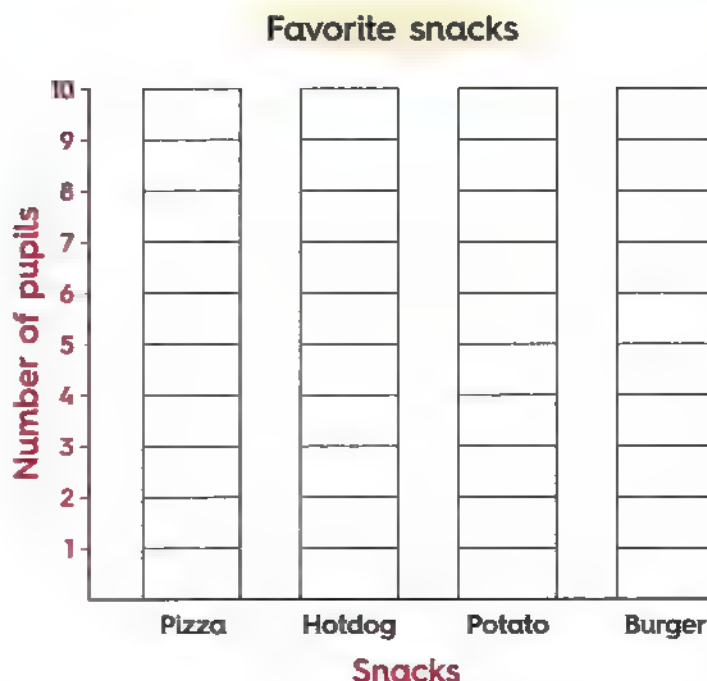
b. Number of coins Dalia saved —  — Number of coins Mazen saved.

# Sheet 2

## Till lessons 4 & 5 - chapter 1

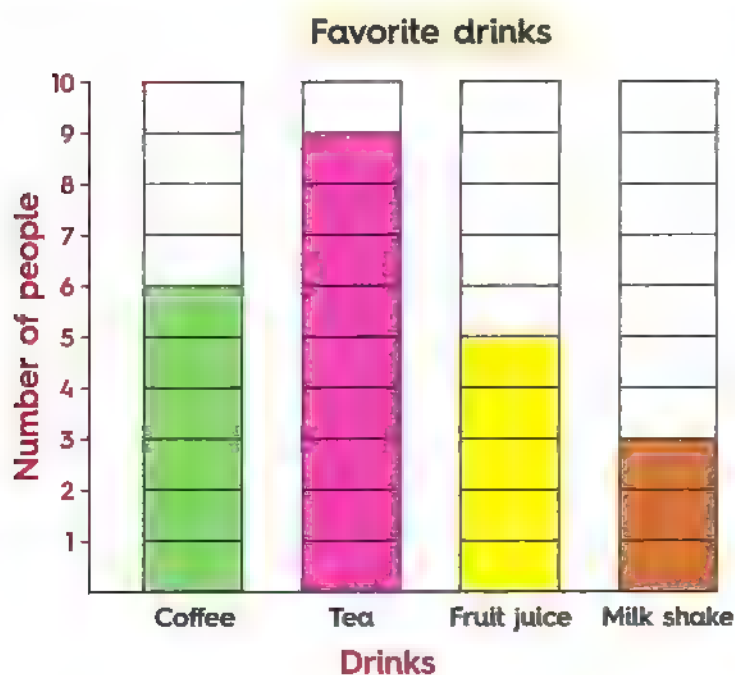
1 From the table complete the graph, then complete.

Favorite snacks	
Snacks	Number of pupils
Pizza	5
Hotdog	3
Potato	8
Burger	4



List the favorite snacks from greatest to least : \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_

2 From the bar graph answer the questions.



- Which drink is the most favorite ? \_\_\_\_\_
- How many more people liked tea than coffee ? \_\_\_\_\_
- How many people in all liked fruit juice and milk shake ? \_\_\_\_\_
- How many people all together liked coffee, tea and milk shake ? \_\_\_\_\_

# Sheet 3

## Till lessons 6 to 8 - chapter 1

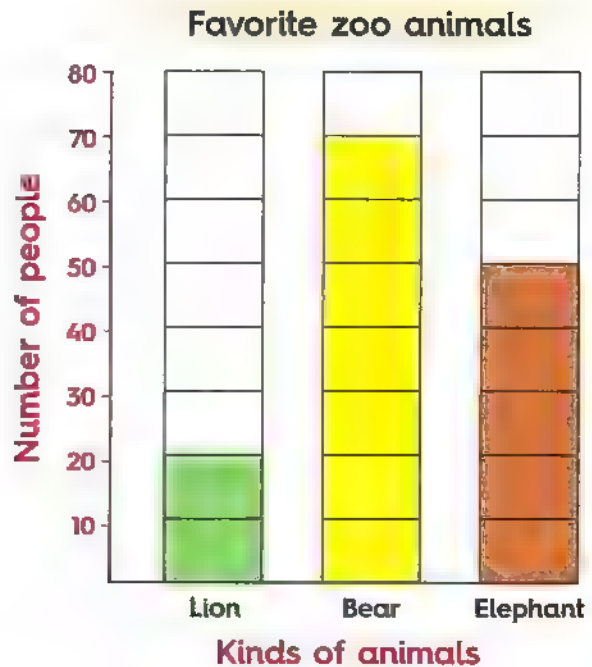
**1** Use the bar graph to answer the questions.

a. How many people liked bear best ? \_\_\_\_\_

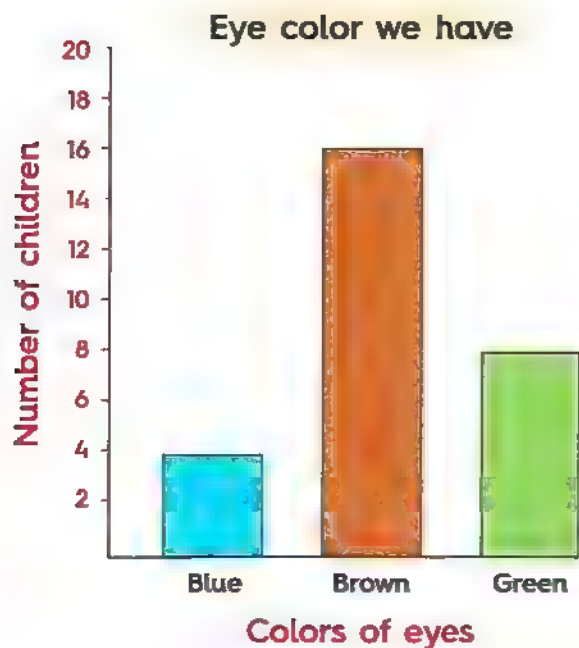
b. How many people in all liked lion and elephant ? \_\_\_\_\_

c. Which animal is liked the least ? \_\_\_\_\_

d. How many people liked bear more than lion ? \_\_\_\_\_



**2** Use the bar graph to answer the questions.



a. How many children have green eyes ? \_\_\_\_\_

b. Which eye color do the children have the most ? \_\_\_\_\_

c. How many more children have brown eyes than green eyes ? \_\_\_\_\_

(Choose)

☐ 6

☐ 4

☐ 8

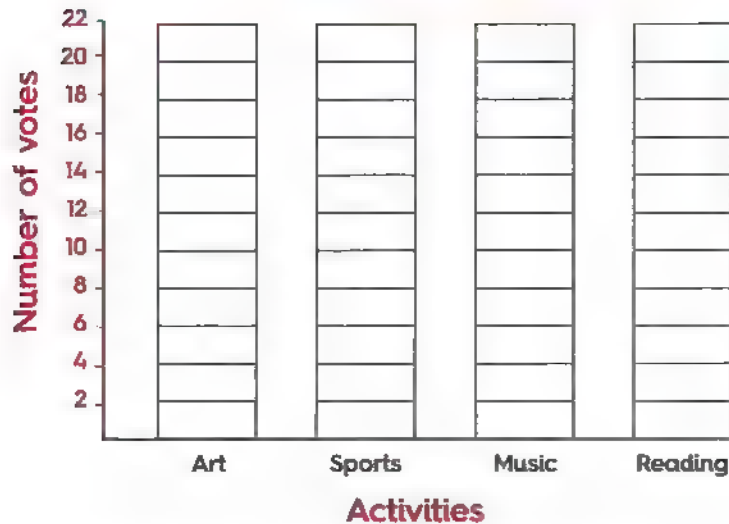
☐ 14

# Sheet 4

## Till lessons 9 & 10 - chapter 1

**1** Convert the same information from the pictograph into the bar graph.

Favorite activities

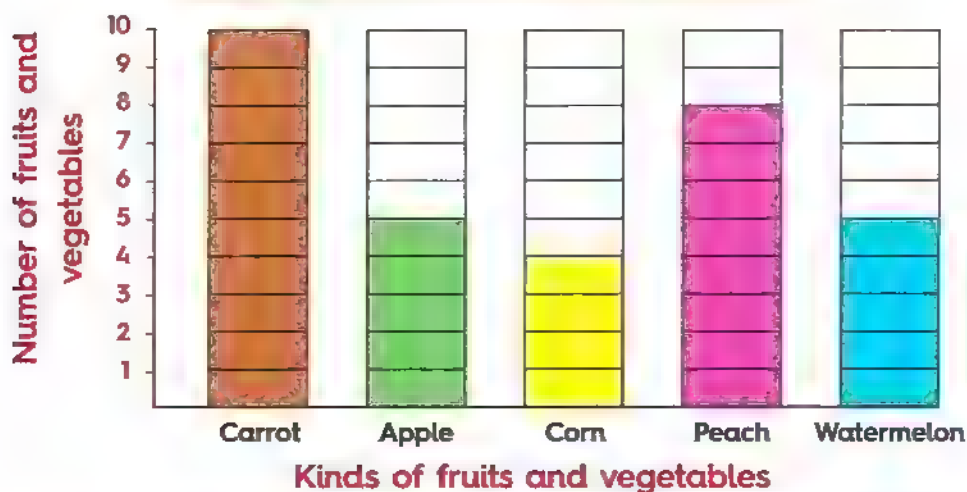


Use the bar graph to complete using  $>$ ,  $=$  or  $<$ .

- Number of children who liked sports  number of children who liked reading.
- Number of children who liked music  number of children who liked art.
- Number of children who liked reading  number of children who liked music.

**2** Use the bar graph to answer the questions.

Fruits and vegetables at the farm stand



Put (✓) to the correct statement or (X) to the incorrect statement.

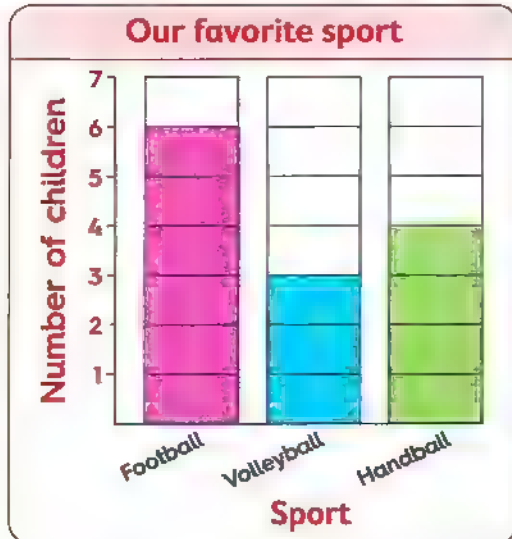
- Number of apples  $>$  number of carrots. ( )
- Number of watermelons  $=$  number of apples. ( )
- Number of carrots and corn is 14 ( )
- Number of peaches is more than number of watermelons by 3 ( )

# Assessment

## Chapter 1

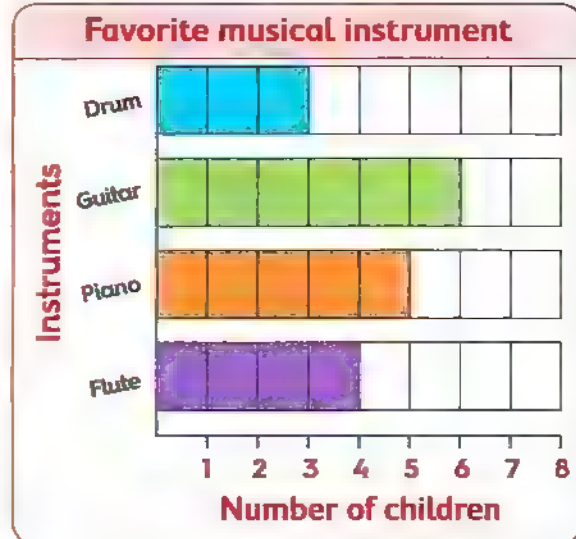


- 1 Use the bar graph. How many more children chose football than handball ?



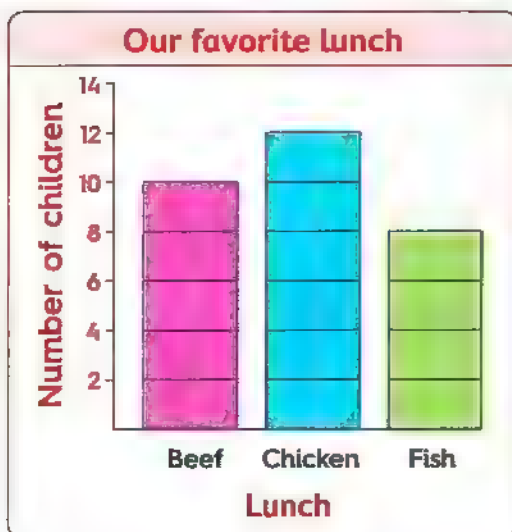
- ☐ 2      ☐ 3  
☐ 4      ☐ 6

- 2 Use the graph. Which instrument of music did the most children choose ?



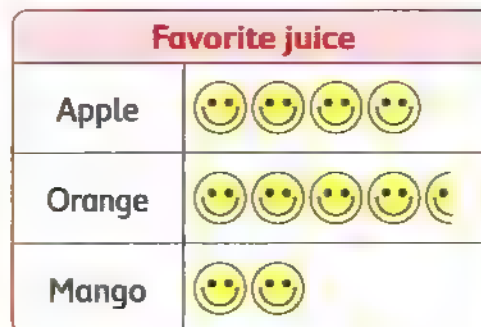
- ☐ Drum      ☐ Guitar  
☐ Piano      ☐ Flute

- 3 Use the bar graph. How many children chose chicken as their favorite lunch ?



- ☐ 14      ☐ 12  
☐ 10      ☐ 8

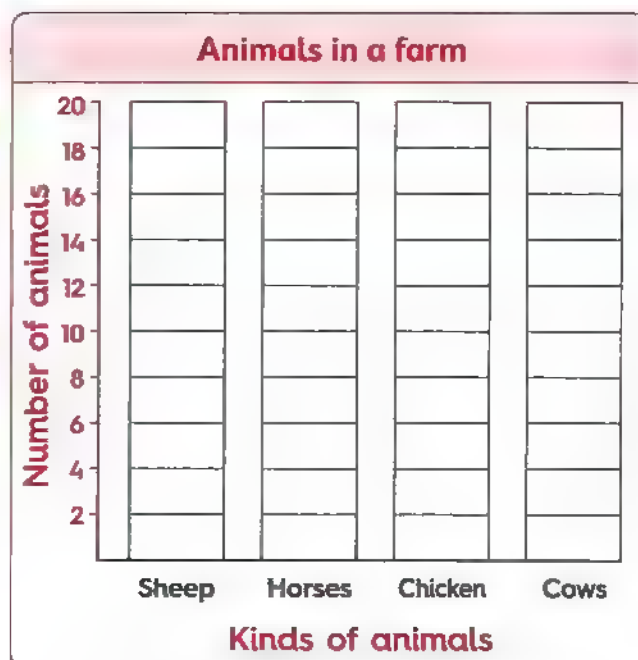
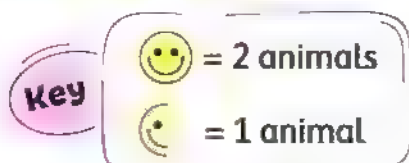
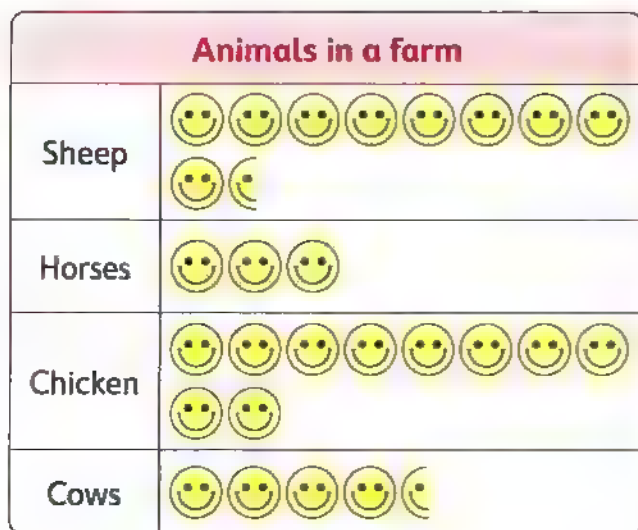
- 4 Use the pictograph. How many children like orange juice best ?



**key** ☺ = 2 children

- ☐ 10      ☐ 9  
☐ 8      ☐ 4

**5** Use pictograph to color the bar graph.



**1.** From the graphs , write  $>$  ,  $=$  or  $<$ .

- a. Number of sheep in the farm ☐ Number of chicken in the farm
- b. Number of cows in the farm ☐ Number of horses in the farm
- c. Number of chicken in the farm ☐ Number of cows in the farm

**2.** From the graphs , answer the questions.

- a. What is the number of chicken in the farm ? \_\_\_\_\_
- b. What is the difference between the number of cows and the number of horses in the farm ? \_\_\_\_\_
- c. How many sheep and chicken in the farm ? \_\_\_\_\_



# Sheet 5

## Till lessons 1 & 2 - chapter 2

**1** Circle the greater number. Count on to find the sum.

a.

$$\begin{array}{r} 7 \\ + 2 \\ \hline \end{array}$$

b.

$$\begin{array}{r} 6 \\ + 12 \\ \hline \end{array}$$

c.

$$\begin{array}{r} 8 \\ + 9 \\ \hline \end{array}$$

d.

$$\begin{array}{r} 10 \\ + 5 \\ \hline \end{array}$$

**2** Circle the smaller number. Count on to find the difference.

a.

$$\begin{array}{r} 14 \\ - 4 \\ \hline \end{array}$$

b.

$$\begin{array}{r} 9 \\ - 3 \\ \hline \end{array}$$

c.

$$\begin{array}{r} 16 \\ - 13 \\ \hline \end{array}$$

d.

$$\begin{array}{r} 25 \\ - 15 \\ \hline \end{array}$$

**3** Write the sums.

a.  $7 + 7 =$  \_\_\_\_\_

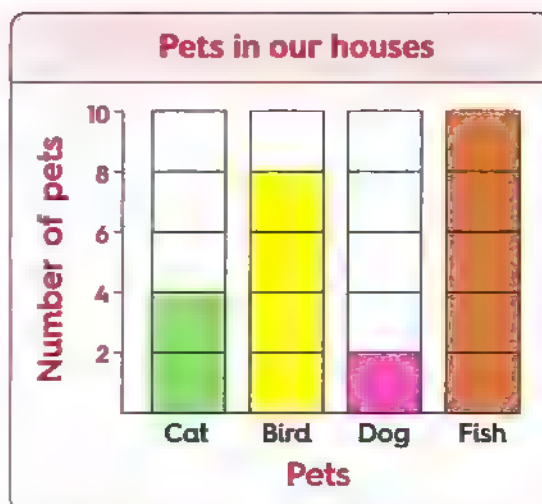
b.  $11 + 10 =$  \_\_\_\_\_

c.  $9 + 9 =$  \_\_\_\_\_

d.  $5 + 4 =$  \_\_\_\_\_

e.  $6 + 7 =$  \_\_\_\_\_

**4** Use the graph to complete using ">, < or =".



a. Number of fish \_\_\_\_\_ Number of birds.

b. Number of dogs \_\_\_\_\_ Number of cats.

# Sheet 6

## Till lessons 3 & 4 - chapter 2

**1** Make a ten to add or subtract.

a.  $9 + 3$

$9 + \underline{\quad} = \underline{\quad}$  and  $\underline{\quad} + \underline{\quad} = \underline{\quad}$

So,  $9 + 3 = \underline{\quad}$

b.  $15 - 8$

$15 - \underline{\quad} = \underline{\quad}$  and  $10 - \underline{\quad} = \underline{\quad}$

So,  $15 - 8 = \underline{\quad}$

**2** Find the result.

a.  $89 - 10 = \underline{\quad}$

b.  $13 + 10 = \underline{\quad}$

c.  $10 + 10 = \underline{\quad} -$

d.  $9 + 10 = \underline{\quad}$

e.  $37 - 10 = \underline{\quad}$

f.  $18 + 5 = \underline{\quad}$

g.  $15 - 10 = \underline{\quad}$

h.  $15 + 10 = \underline{\quad}$

i.  $60 - 10 = \underline{\quad}$

j.  $60 + 10 = \underline{\quad}$

k.  $99 - 10 = \underline{\quad}$

l.  $58 - 10 = \underline{\quad}$

**3** Make a ten to add.

a.  $\begin{array}{r} 7 \\ + 6 \\ \hline \end{array}$

b.  $\begin{array}{r} 5 \\ + 9 \\ \hline \end{array}$

**4** Make a ten to subtract.

a.  $\begin{array}{r} 14 \\ - 9 \\ \hline \end{array}$

b.  $\begin{array}{r} 13 \\ - 8 \\ \hline \end{array}$

**5** Find the result.

a.  $18 + 6 = \underline{\quad}$

b.  $58 - 10 = \underline{\quad}$

c.  $39 + 10 = \underline{\quad}$

d.  $15 - 7 = \underline{\quad}$

e.  $17 + 8 = \underline{\quad}$

f.  $15 - 6 = \underline{\quad}$

# Sheet 7

## Till lessons 5 & 6 - chapter 2

**1** Choose the correct answer.

a.  $34 + 10 =$  \_\_\_\_\_

☐ 43

☐ 44

☐ 24

☐ 35

b.  $50 + 6 =$  \_\_\_\_\_

☐ 40

☐ 65

☐ 56

☐ 44

c. Hana has 6 apples, she gave 4 away. To know how many apples she has left we should \_\_\_\_\_

☐ add.

☐ subtract.

d.  $14 - 7 = 6$

☐ ✓

☐ ✗

**2** 7 bugs are on a leaf. 4 more joined them.

How many bugs are there ?

\_\_\_\_\_



**3** 18 children are at a party.

9 children went home.

How many children are at the party now ?

\_\_\_\_\_



**4** Add or subtract by making a ten.

a.  $16 - 7 =$  \_\_\_\_\_

b.  $8 + 7 =$  \_\_\_\_\_

c.  $12 - 5 =$  \_\_\_\_\_

d.  $6 + 9 =$  \_\_\_\_\_

# Sheet 8

## Till lessons 7 to 10 - chapter 2

**1** Find the missing number.

a.  $7 + \underline{\hspace{2cm}} = 11$

b.  $13 - \underline{\hspace{2cm}} = 6$

c.  $15 - \underline{\hspace{2cm}} = 9$

d.  $\underline{\hspace{2cm}} + 8 = 14$

e.  $12 - \underline{\hspace{2cm}} = 8$

f.  $\underline{\hspace{2cm}} + 4 = 13$

**2** Tony's class has 20 students.  
Some students are absent.  
17 students are in the class today.  
How many students are absent ?  
\_\_\_\_\_





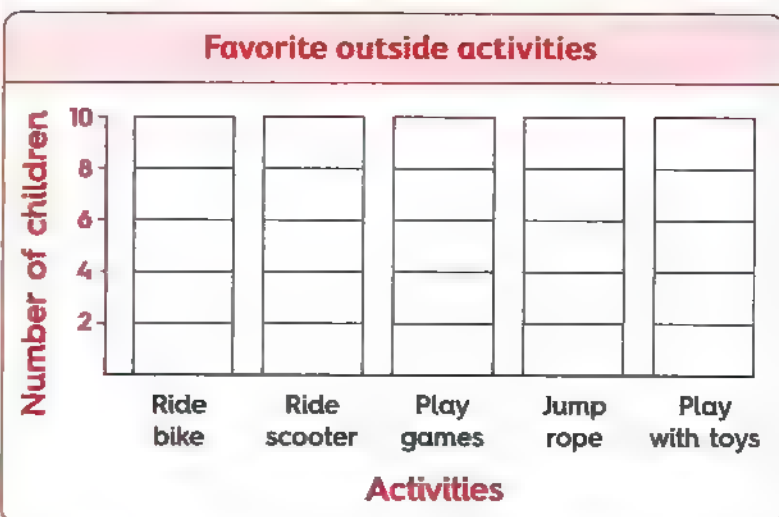
**3** Ahmed found 10 lady bugs, Ali found some more,  
they all together found 15.  
How many lady bugs did Ali find ?  
\_\_\_\_\_



**4** Use the pictograph to make a bar graph. Then answer the questions.

Favorite outside activities	
Ride bike	   
Ride scooter	    
Play games	 
Jump rope	   
Play with toys	 

**Key**  = 2 children  
 = 1 child



- Which activity is favored by the least number of children ? \_\_\_\_\_
- How many children like riding scooter best ? \_\_\_\_\_

# Assessment Chapter 2



## 1 Choose the correct answer.

- a.  $7 + 8 = \underline{\quad}$  (16 or 15 or 12)  
 b.  $34 - 10 = \underline{\quad}$  (44 or 34 or 24)  
 c.  $22 - 12 = \underline{\quad}$  (8 or 34 or 10)  
 d.  $53 + 10 = \underline{\quad}$  (63 or 43 or 53)  
 e.  $12 - \underline{\quad} = 7$  (7 or 5 or 2)  
 f.  $6 + 6 = \underline{\quad}$  (10 or 12 or 13)

## 2 Find the missing number.

a.  $7 + \underline{\quad} = 13$

b.  $15 - \underline{\quad} = 9$

c.

$$\begin{array}{r} 17 \\ - \underline{\quad} \\ \hline 9 \end{array}$$

d.

$$\begin{array}{r} \underline{\quad} \\ + 8 \\ \hline 18 \end{array}$$

## 3 Find the result.

a.

$$\begin{array}{r} 9 \\ + 5 \\ \hline \underline{\quad} \end{array}$$

b.

$$\begin{array}{r} 13 \\ - 5 \\ \hline \underline{\quad} \end{array}$$

c.

$$\begin{array}{r} 73 \\ - 10 \\ \hline \underline{\quad} \end{array}$$

d.

$$\begin{array}{r} 38 \\ + 10 \\ \hline \underline{\quad} \end{array}$$

- 4 There are 14 books on a desk and 6 books on a shelf.  
How many books are there in all ?

\_\_\_\_\_

\_\_\_\_\_

- 5 Yahia has 12 toys, he gave some of them to Bassem. The left with him is 3 toys.  
How many toys did Yahia give to Bassem ?

\_\_\_\_\_

# Accumulative Assessment

Till chapter 2



1 Use the table to color the bar graph.

Favorite color	
Color	Number of students
Red	7
Yellow	6
Blue	5
Green	6



- How many students liked blue ? \_\_\_\_\_
- How many students liked red and yellow ? \_\_\_\_\_
- Which color is liked the most ? \_\_\_\_\_
- How many more students liked red than blue ? \_\_\_\_\_



2 Choose the correct answer.

- $7 + 5 \bigcirc 22 - 10$
- $78 + 10 = \underline{\quad}$
- $15 - 7 = \underline{\quad}$
- $11 - \underline{\quad} = 7$
- $4 + \underline{\quad} = 10$
- $8 + 9 = \underline{\quad}$
- $\underline{\quad} + 6 = 13$

- (  $>$  or  $<$  or  $=$  )  
 ( 68 or 79 or 88 )  
 ( 17 or 8 or 10 )  
 ( 2 or 4 or 5 )  
 ( 4 or 5 or 6 )  
 ( 16 or 17 or 18 )  
 ( 7 or 8 or 9 )

3 Mazen had 12 pounds. He bought a candy.  
 7 pounds where remainder with him.  
 What was the price of candy ?



# Sheet 9

## Till lessons 1 & 2 - chapter 3

**1** Write the value of 3 in each number.

a. 135 → \_\_\_\_\_

b. 936 → \_\_\_\_\_

c. 368 → \_\_\_\_\_

d. 703 → \_\_\_\_\_

**2** Complete.

a. The value of 0 in 803 is \_\_\_\_\_

b. The place value of 7 in 764 is \_\_\_\_\_

c.  $13 + 9 =$  \_\_\_\_\_

d.  $14 +$  \_\_\_\_\_  $= 22$

e.  $17 -$  \_\_\_\_\_  $= 8$

f.  $25 - 10 =$  \_\_\_\_\_

g. 36 is \_\_\_\_\_ tens and \_\_\_\_\_ ones

h. 20 tens = \_\_\_\_\_





































**3** What is the number which its hundreds digit is 6 , tens digit is 2 and ones digit is 0 ? \_\_\_\_\_

**4** 15 children are walking. 3 more children joined them.

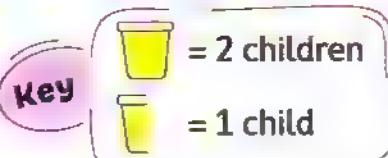
How many children are walking now ? \_\_\_\_\_



**5** Use the key in the pictograph to write the numbers in the table.

Favorite juice	
Grapes	        
Orange	        
Strawberry	    
Mango	     
Pineapple	      

Favorite juice	
Flavor	Number
Grapes	_____
Orange	_____
Strawberry	_____
Mango	_____
Pineapple	_____



# Sheet 10

## Till lessons 3 to 6 - chapter 3

### 1 Complete.

a.  $782 = \text{---} + \text{---} + \text{---}$  (expanded form)

b.  $\text{---} = 300 + 4$  (standard form)

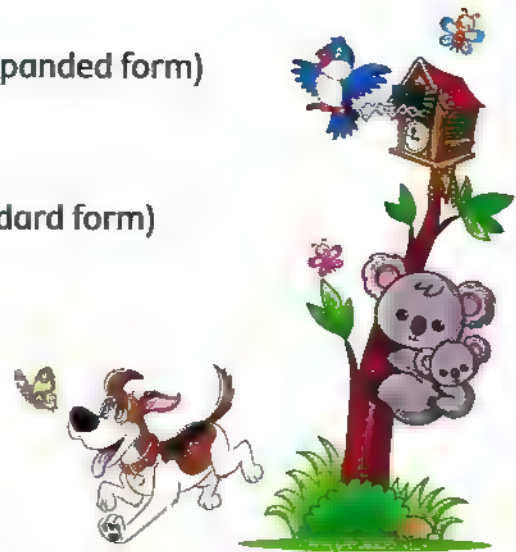
c. 9 hundreds, 6 tens, 4 ones =  $\text{---}$  (standard form)

d.  $38 - \text{---} = 29$

e.  $\text{---} + 17 = 27$

f. The value of 6 in 628 is  $\text{---}$

g. 245 in word form is  $\text{---}$



### 2 Match.

a.  $40 + 10$

b.  $18 - 8$

c.  $25 + 5$

d.  $16 - 10$

thirty

six

fifty

ten

### 3 Choose the correct answer.

a.  $800 + 70 + 1 = \text{---}$

☐ 871

☐ 178

☐ 817

☐ 718

b. Seven hundred, four =  $\text{---}$

☐ 740

☐ 704

☐ 407

☐ 470

c. 3 toys are in a box. Twelve more are added.

Which number sentence tells how many toys are in the box now?

☐  $12 - 3$

☐  $3 + 12$

☐  $3 + 20$

☐  $20 - 3$

# Sheet 11

## Till lessons 7 & 8 - chapter 3

**1** Compare using "> , < or =".

a. 382  823

b. 515  99

c. 752  753

d. 474  469

**2** Choose.

a. The standard form of four hundred, thirteen is \_\_\_\_\_

☐ 430      ☐ 413      ☐ 403

b. Seventy  Seventeen

☐ >      ☐ <      ☐ =

c.  $500 + 20 + 3$   532

☐ >      ☐ <      ☐ =

d.  $38 - 10 =$  \_\_\_\_\_

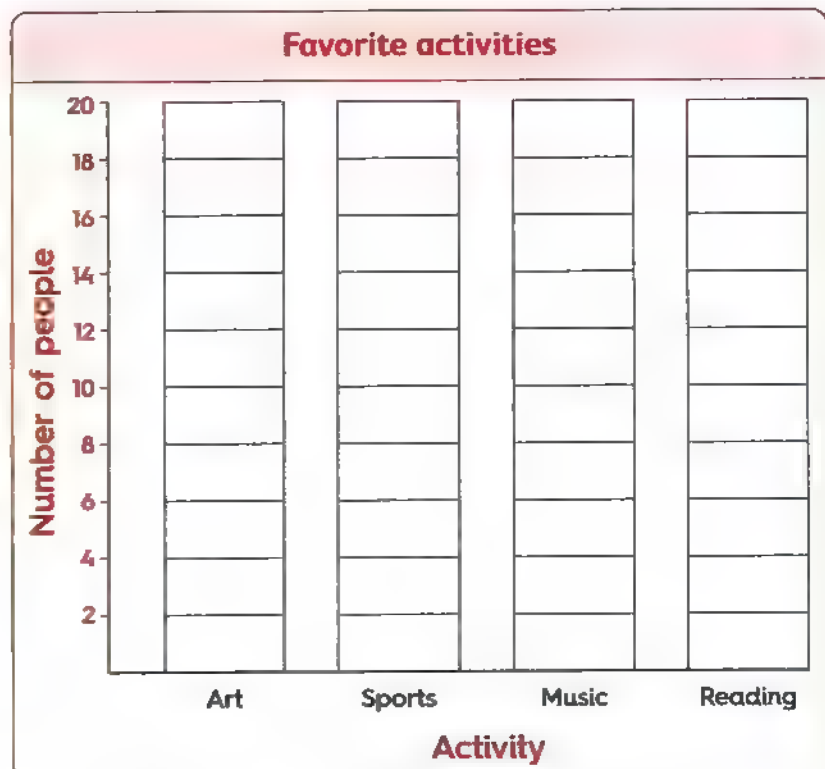
☐ 48      ☐ 38      ☐ 28

**3** Circle the numbers that are less than 356.

265 , 365 , 300 , 400

**4** From the table, complete the bar graph. Then answer the questions.

Favorite activities	
Activity	Number
Art	8
Sports	14
Music	17
Reading	12



a. What is the total number of people who liked art and music together ? \_\_\_\_\_

b. Which activity is the most favorite ?  
\_\_\_\_\_

# Sheet 12

## Till lessons 9 & 10 - chapter 3

**1** Write the numbers in order from greatest to least.

90 , 250 , 77 , 300

Order is : \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_

---

**2** Write the numbers in order from least to greatest.

760 , 236 , 263 , 752

Order is : \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_

---

**3** Arrange from the smallest to the greatest "ascending order".

one hundred eighty-seven

$100 + 70 + 8$

538

Order is : \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_

---

**4** Choose the correct answer.

a.  $852 \square 88$

☐  $<$

☐  $>$

☐  $=$

b.  $88 + 10 =$  \_\_\_\_\_

☐ 78

☐ 98

☐ 108

c.  $9 + 8 =$  \_\_\_\_\_

☐ 17

☐ 18

☐ 19

d.  $40 - 10 =$  \_\_\_\_\_

☐ 20

☐ 30

☐ 40

e. The value of 9 in 489 is \_\_\_\_\_

☐ 9

☐ 90

☐ 900

f.  $200 + 40 + 6 =$  \_\_\_\_\_

☐ 246

☐ 240

☐ 264

# Assessment Chapter 3



## 1 Choose the correct answer.

- a. The value of the digit 7 in 713 is \_\_\_\_\_ ( 7 or 70 or 700 )
- b. Three hundred fourteen in standard form is \_\_\_\_\_ ( 340 or 314 or 413 )
- c. 851 in expanded form is \_\_\_\_\_  
( 800 + 50 + 1 or 100 + 50 + 8 or 500 + 80 + 1 )
- d. 724 \_\_\_\_\_ 599 ( > or < or = )
- e. 88 \_\_\_\_\_ 114 ( > or < or = )
- f. Eleven in standard form is \_\_\_\_\_ ( 11 or 2 or 17 )

## 2 Write in words.

- a. 70 \_\_\_\_\_
- c. 321 \_\_\_\_\_

- b. 8 \_\_\_\_\_
- d. 903 \_\_\_\_\_

## 3 a. Arrange from the smallest to the greatest "ascending".

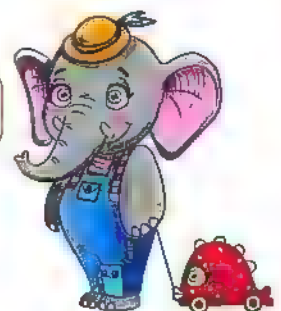
341 , 240 , 52 , 245 , 99

Order is : \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_

## b. Arrange from the greatest to the smallest "descending".

751 , 500 + 70 + 1 , seven hundred eighty

Order is : \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_



# Accumulative Assessment

Till chapter 3



**1** Find the result.

a. 
$$\begin{array}{r} 14 \\ + 5 \\ \hline \end{array}$$

b. 
$$\begin{array}{r} 11 \\ + 6 \\ \hline \end{array}$$

c. 
$$\begin{array}{r} 15 \\ - 7 \\ \hline \end{array}$$

d. 
$$\begin{array}{r} 33 \\ - 10 \\ \hline \end{array}$$

**2** Write  $>$ ,  $<$  or  $=$ .

a.  $13 - 4$    $3 + 10$

b.  $740$    $99$

c.  $254$    $524$

d.  $111$    $200$

**3** Complete.

a. The value of the digit 3 in 835 is \_\_\_\_\_

c. 840 in expanded form is \_\_\_\_\_

e. 731 in word form is \_\_\_\_\_

b.  $18 - \text{_____} = 15$

d.  $\text{_____} + 6 = 14$

**4** Sarah has 14 L.E. She bought a toy for 5 L.E.  
How much money is remained with Sarah ?







**5** Use the pictograph to answer.

a. How many students liked apple ?

b. How many more students liked apple than orange ?

c. How many students liked orange and mango ?

Favorite juice	
Apple	    
Orange	  
Mango	  

**Key**  = 2 students

# Sheet 13

## Till lessons 1 & 2 - chapter 4

**1** Count on to find the sum.

a.  $3 + 25 = \underline{\hspace{2cm}}$

b.  $17 + 5 = \underline{\hspace{2cm}}$

c.  $4 + 44 = \underline{\hspace{2cm}}$

**2** Count back to find the difference.

a.  $77 - 8 = \underline{\hspace{2cm}}$

b.  $50 - 4 = \underline{\hspace{2cm}}$

c.  $18 - 3 = \underline{\hspace{2cm}}$

**3** Complete.

a.  $13 + 7 = 7 + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$

b.  $53 + 10 = 10 + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$

c. The place value of 8 in 872 is  $\underline{\hspace{2cm}}$

d.  $462 = \underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}}$  (expanded form)



**4** Choose the correct answer.

a.  $17 + 7 = 7 + \underline{\hspace{2cm}}$

☐ 7

☐ 17

☐ 24

b.  $800 + 5 \square 508$

☐  $>$

☐  $<$

☐  $=$

c. One hundred sixteen in standard form is  $\underline{\hspace{2cm}}$

☐ 116

☐ 611

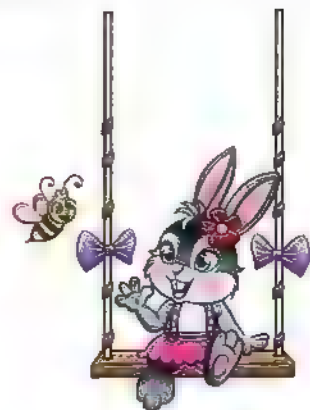
☐ 612

d. Eighteen =  $\underline{\hspace{2cm}}$

☐ 8

☐ 18

☐ 80



**5** Arrange from the greatest to the smallest “descending order”.

709

Seven hundred nineteen

970

Order is :  $\underline{\hspace{2cm}}$  ,  $\underline{\hspace{2cm}}$  ,  $\underline{\hspace{2cm}}$

# Sheet 14

## Till lesson 3 - chapter 4

### 1 Complete.

a.  $34 = 30 + \underline{\hspace{2cm}}$

b.  $90 + 8 = \underline{\hspace{2cm}}$

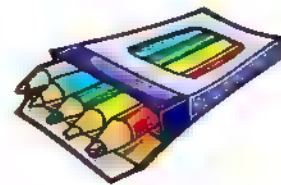
c.  $62 = \underline{\hspace{2cm}} + 2$

d.  $\underline{\hspace{2cm}} = 10 + 1$

e. 625 is  $\underline{\hspace{2cm}}$   $\underline{\hspace{2cm}}$   $\underline{\hspace{2cm}}$  (in word form)

f. The value of 3 in 38 is  $\underline{\hspace{2cm}}$

- 2 Islam has 20 crayons. He gave 6 away.  
How many crayons does Islam have now ?



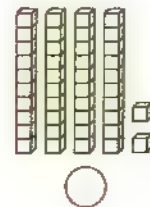

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### 3 Choose the correct answer.

- a. Which is the way to show  $30 + 2$  ?



- b. Which does the number line show ?



☐  $11 - 2 = 9$

☐  $11 - 3 = 8$

☐  $9 + 2 = 11$

☐  $9 + 3 = 12$

- c. Which is a way to make 18 ?

☐  $9 + 8$

☐  $10 + 8$

☐  $10 + 7$

☐  $10 - 8$

- d.  $37 + 10 = \underline{\hspace{2cm}}$

☐ 17

☐ 27

☐ 47

☐ 48

### 1 Decompose each addend to add.

a.  $\begin{array}{c} 55 \\ \swarrow \searrow \\ \square + \square \end{array} + \begin{array}{c} 32 \\ \swarrow \searrow \\ \square + \square \end{array} = \begin{array}{c} \square \\ \swarrow \searrow \\ \square + \square \end{array}$

b.  $\begin{array}{c} 21 \\ \swarrow \searrow \\ \square + \square \end{array} + \begin{array}{c} 15 \\ \swarrow \searrow \\ \square + \square \end{array} = \begin{array}{c} \square \\ \swarrow \searrow \\ \square + \square \end{array}$

### 2 Add.

a.  $\begin{array}{r} 42 \\ + 13 \\ \hline \end{array}$

b.  $\begin{array}{r} 54 \\ + 25 \\ \hline \end{array}$

c.  $\begin{array}{r} 82 \\ + 5 \\ \hline \end{array}$

d.  $\begin{array}{r} 67 \\ + 30 \\ \hline \end{array}$

### 3 Choose the correct answer.

a. Which numbers are in order from least to greatest ?

- ☐ 8, 10, 15      ☐ 10, 15, 8  
☐ 15, 8, 10      ☐ 15, 10, 8

b. Which number tells how many ?



- ☐ 5      ☐ 6  
☐ 50      ☐ 60

c. Which number is equal to 1 ten and 4 ones ?

- ☐ 11      ☐ 14  
☐ 41      ☐ 49

d.  $15 + 4 = 4 + \underline{\hspace{2cm}}$

- ☐ 4      ☐ 15  
☐ 19      ☐ 14

4 There are 13 birds on a tree. 11 more birds joined them.  
 How many birds are there in all ?

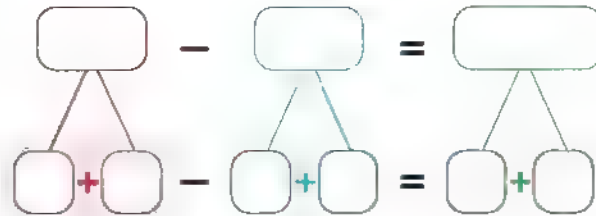
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



- 1** There are 39 shirts in all. 13 are red. The other are blue.  
How many shirts are blue ?



- 2** Draw sticks and small squares. Take away to subtract.

a.  $67 - 24 =$  \_\_\_\_\_

Tens	Ones

b.  $89 - 53 =$  \_\_\_\_\_

Tens	Ones

- 3** Choose the correct answer.

a. What is the difference ?

70	<input type="radio"/> 90
− 20	<input type="radio"/> 60
	<input type="radio"/> 50
	<input type="radio"/> 20

b. What is the difference ?

48	<input type="radio"/> 32
− 16	<input type="radio"/> 44
	<input type="radio"/> 52
	<input type="radio"/> 58

c. What is the sum ?

34	<input type="radio"/> 35
+ 5	<input type="radio"/> 39
	<input type="radio"/> 84
	<input type="radio"/> 89

d. What is the sum ?

26	<input type="radio"/> 56
+ 3	<input type="radio"/> 36
	<input type="radio"/> 29
	<input type="radio"/> 23

### 1 Complete.

a. 38 is closer to \_\_\_\_\_ "use 120 chart to estimate"

b. 72 is closer to \_\_\_\_\_ "use place value strategy"

c.  $5 + \underline{\hspace{2cm}} = 12$

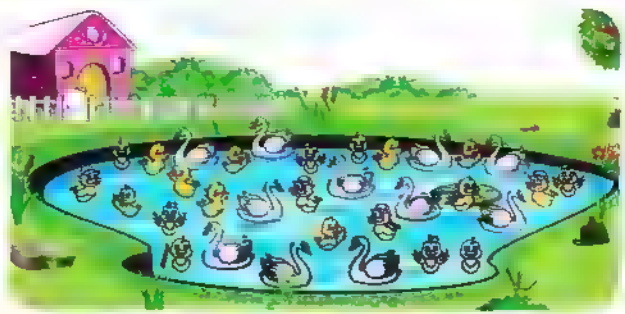
d.  $37 + 21 = \underline{\hspace{2cm}}$



### 2 32 ducks and swans are at the pond. 21 are ducks.

How many swans are there ?

\_\_\_\_\_



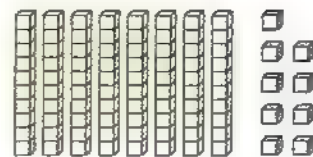
### 3 Choose the correct answer.

a. Which number tells how many ?

Tens	Ones

- ☐ 4 tens 3 ones    ☐ 0 tens 8 ones  
☐ 4 tens 4 ones    ☐ 8 tens 4 ones

b. Which number sentence tells how many ?



- ☐  $8 + 9 = 17$     ☐  $80 + 9 = 89$   
☐  $80 + 8 = 88$     ☐  $8 + 90 = 98$

c. What is the sum ?

$$\begin{array}{r} 17 \\ + 21 \\ \hline \\ \hline \end{array}$$

- ☐ 37  
☐ 38  
☐ 28  
☐ 27

d. What is the difference ?

$$\begin{array}{r} 87 \\ - 55 \\ \hline \\ \hline \end{array}$$

- ☐ 23  
☐ 32  
☐ 22  
☐ 33

### 1 Use the 120 chart to estimate.

a. 
$$\begin{array}{r} 62 \\ + 26 \\ \hline \end{array}$$

Think

$$\begin{array}{r} \boxed{\phantom{00}} \\ + \boxed{\phantom{00}} \\ \hline \boxed{\phantom{00}} \end{array}$$

Actual sum : \_\_\_\_\_

Choose

Estimation is : ☐ Accepted  
☐ Not accepted

b. 
$$\begin{array}{r} 87 \\ - 34 \\ \hline \end{array}$$

Think

$$\begin{array}{r} \boxed{\phantom{00}} \\ - \boxed{\phantom{00}} \\ \hline \boxed{\phantom{00}} \end{array}$$

Actual difference : \_\_\_\_\_

Choose

Estimation is : ☐ Accepted  
☐ Not accepted

### 2 Use place value strategy to estimate.

a. 
$$\begin{array}{r} 31 \\ + 42 \\ \hline \end{array}$$

Think

$$\begin{array}{r} \boxed{\phantom{00}} \\ + \boxed{\phantom{00}} \\ \hline \boxed{\phantom{00}} \end{array}$$

Actual sum : \_\_\_\_\_

Choose

Estimation is : ☐ Accepted  
☐ Not accepted

b. 
$$\begin{array}{r} 72 \\ - 21 \\ \hline \end{array}$$

Think

$$\begin{array}{r} \boxed{\phantom{00}} \\ - \boxed{\phantom{00}} \\ \hline \boxed{\phantom{00}} \end{array}$$

Actual difference : \_\_\_\_\_

Choose

Estimation is : ☐ Accepted  
☐ Not accepted

### 3 Choose the correct answer.

a. What is the sum ?

$$\begin{array}{r} 7 \\ + 6 \\ \hline \end{array}$$

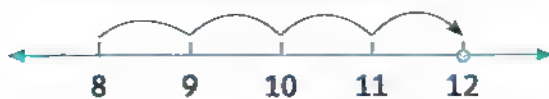
- ☐ 11  
☐ 13  
☐ 12  
☐ 14

b. What is the sum ?



- ☐  $10 - 6 = 4$       ☐  $10 + 6 = 16$   
☐  $5 + 6 = 11$       ☐  $5 + 1 = 6$

c. Which number sentence does the number line show ?



- ☐  $12 - 8 = 4$       ☐  $8 - 0 = 8$   
☐  $8 + 4 = 12$       ☐  $12 - 4 = 8$

d. Which numbers are in order from greatest to least ?

- ☐ 45, 54, 91      ☐ 54, 45, 91  
☐ 91, 45, 54      ☐ 91, 54, 45

# Sheet 19

## Till lessons 8 & 9 - chapter 4

### 1 Find the sum.

a.  $17 + 6 =$  \_\_\_\_\_

b.  $23 + 45 =$  \_\_\_\_\_

c.  $47 + 15 =$  \_\_\_\_\_

d.  $75 + 18 =$  \_\_\_\_\_

e.  $59 + 24 =$  \_\_\_\_\_

f.  $63 + 27 =$  \_\_\_\_\_

### 2 Find the sum. Choose if you add with or without regrouping.

28 + 54 = \_\_\_\_\_

Tens	Ones

Tens	Ones

Tens	Ones

Choose

with regrouping

or

without regrouping

### 3 There are 15 children walking.

Some children left.

9 children are still walking.

How many children left ?

\_\_\_\_\_

\_\_\_\_\_



### 4 Complete.

a. The value of 8 in 382 is \_\_\_\_\_

b. 728 in word form is \_\_\_\_\_

c.  $352 =$  \_\_\_\_\_  $+$  \_\_\_\_\_  $+$  \_\_\_\_\_ "expanded form"

d.  $76 - 31 =$  \_\_\_\_\_

e.  $19 -$  \_\_\_\_\_  $= 13$

**1** Add to find the total sum.

a.  $32 + 19 + 28 + 18$

---

---

---

---

b.  $24 + 15 + 35 + 9$

---

---

---

---

**2** Find the results.

a.

$$\begin{array}{r} 89 \\ - 72 \\ \hline \end{array}$$

b.

$$\begin{array}{r} 62 \\ + 27 \\ \hline \end{array}$$

c.

$$\begin{array}{r} 28 \\ + 16 \\ \hline \end{array}$$

d.

$$\begin{array}{r} 58 \\ - 25 \\ \hline \end{array}$$

**3** Ahmed counted how many stickers were on each page in the collection book he started. He has 29 on a page, 13 on another page, 21 on another page, and 24 on the last page.

Find out how many stickers Ahmed has.

---

---

---

---

# Assessment

## Chapter 4



**1** Choose the correct answer.

a.  $51 + 23$  is about \_\_\_\_\_

☐ 50

☐ 60

☐ 70

☐ 80

b.  $62 - 44$  is about \_\_\_\_\_

☐ 20

☐ 40

☐ 80

☐ 90

c.  $12 + 32$  is about \_\_\_\_\_

☐ 30

☐ 40

☐ 50

☐ 60

**2** Add.

a.

$$\begin{array}{r} 24 \\ + 35 \\ \hline \end{array}$$

b.

$$\begin{array}{r} 52 \\ + 29 \\ \hline \end{array}$$

c.

$$\begin{array}{r} 18 \\ + 4 \\ \hline \end{array}$$

d.

$$\begin{array}{r} 64 \\ + 12 \\ \hline \end{array}$$

**3** Subtract.

a.

$$\begin{array}{r} 39 \\ - 12 \\ \hline \end{array}$$

b.

$$\begin{array}{r} 57 \\ - 25 \\ \hline \end{array}$$

c.

$$\begin{array}{r} 98 \\ - 65 \\ \hline \end{array}$$

d.

$$\begin{array}{r} 29 \\ - 7 \\ \hline \end{array}$$

**4** Bassem has **26** coins. He gave his brother **13** coins.

How many coins are left with him ?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**5** Find the sum.

a.  $15 + 27 + 28 + 13$

\_\_\_\_\_

b.  $32 + 17 + 27 + 9$

\_\_\_\_\_

# Accumulative Assessment

Till chapter 4



## 1 Choose the correct answer.

- a. The value of the digit 5 in 542 is \_\_\_\_ ( 5 or 50 or 500 )  
b.  $27 + 10 =$  \_\_\_\_ ( 17 or 37 or 28 )  
c.  $79$  \_\_\_\_  $210$  ( > or = or < )  
d.  $17 -$  \_\_\_\_  $= 8$  ( 7 or 8 or 9 )  
e. \_\_\_\_  $+ 8 = 14$  ( 6 or 8 or 9 )

## 2 Find the result.

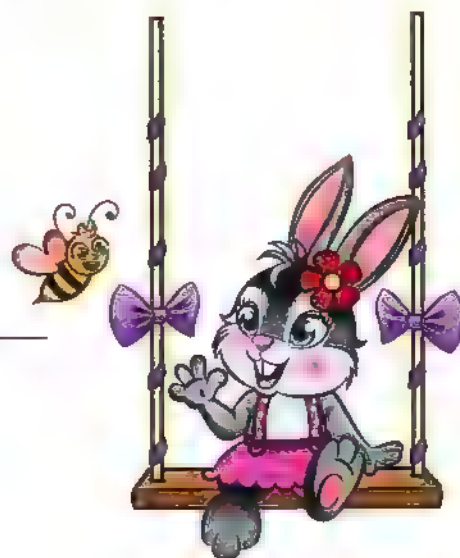
- a.  $25 + 17 =$  \_\_\_\_  
b.  $32 + 47 =$  \_\_\_\_  
c.  $87 - 12 =$  \_\_\_\_  
d.  $39 - 25 =$  \_\_\_\_

## 3 Write in standard form.

- a.  $700 + 50 + 9 =$  \_\_\_\_  
b. Two hundred thirty-four = \_\_\_\_  
c. 8 hundreds 5 ones = \_\_\_\_

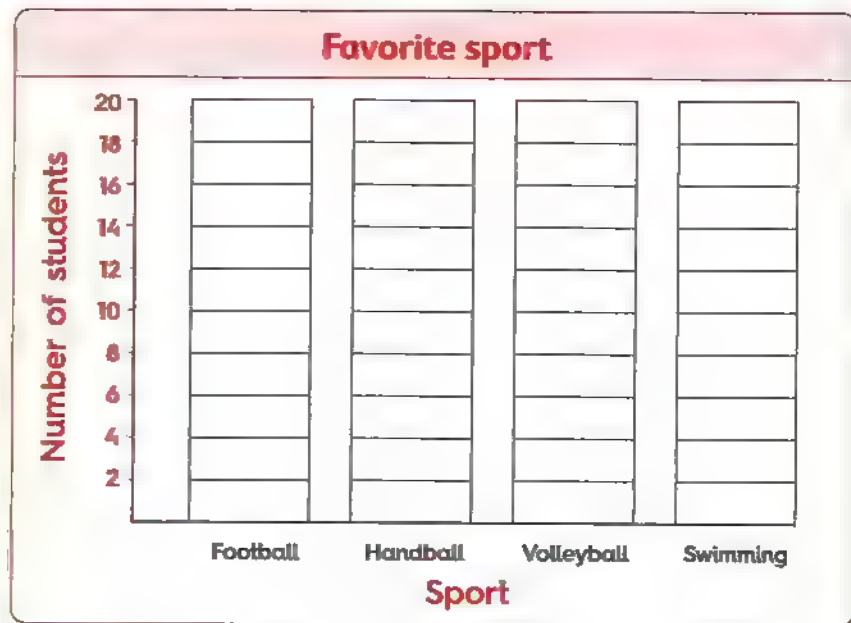
## 4 Match.

- |                   |      |
|-------------------|------|
| a. $34 + 15$ •    | • 83 |
| b. Thirty-eight • | • 65 |
| c. $79 - 14$ •    | • 49 |
| d. $79 <$ ____ •  | • 38 |



5 Read the table to color the bar graph.

Favorite sport	
Sport	Number of students
Football	16
Handball	8
Volleyball	12
Swimming	18



Answer the questions.

- What is the number of students who liked football and handball ? \_\_\_\_
- How many more students liked swimming than volleyball ? \_\_\_\_
- What is the number of students who liked football , handball , volleyball and swimming ? \_\_\_\_



### 1 Choose the correct answer.

a. Which plane shape has 4 sides and 4 corners ?

☐ Circle

☐ Triangle

☐ Rectangle

b. How many corners does this shape have ?



☐ 4

☐ 6

☐ 5

c. Number of sides of a pentagon  number of sides of a trapezoid.

☐ >

☐ <

☐ =

d. Number of sides of a triangle  number of corners of a triangle.

☐ >

☐ <

☐ =

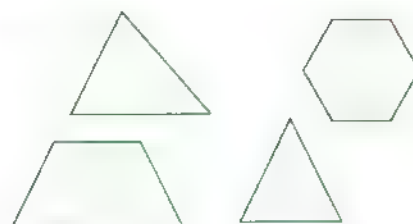
### 2 Circle the shape that answers the question. Write its name.

a. I am a plane shape.

I have more than 3 sides.

I have fewer than 6 vertices.

Which shape am I ? \_\_\_\_\_



b. I am a plane shape.

I have fewer than 6 vertices.

I have fewer than 4 sides.

Which shape am I ? \_\_\_\_\_



c. I am a plane shape with less than 6 sides.

All my sides are equal.

Which shape am I ? \_\_\_\_\_



### 3 Complete.

a.  $38 - 26$  is about \_\_\_\_\_

b. The circle has \_\_\_\_\_ sides.

c. A two-dimensional shape with 4 sides (2 sides are parallel and 2 sides are not parallel) is called \_\_\_\_\_

d. The value of 8 in 876 is \_\_\_\_\_

# Sheet 22

## Till lessons 3 & 4 - chapter 5

### 1 What shape am I ?

Draw the shapes. Write the names.

a. I am a shape with 4 sides.  
(2 short sides and 2 long sides)

---

---

---

b. I am a shape with 3 sides and 3 vertices.

---

---

---

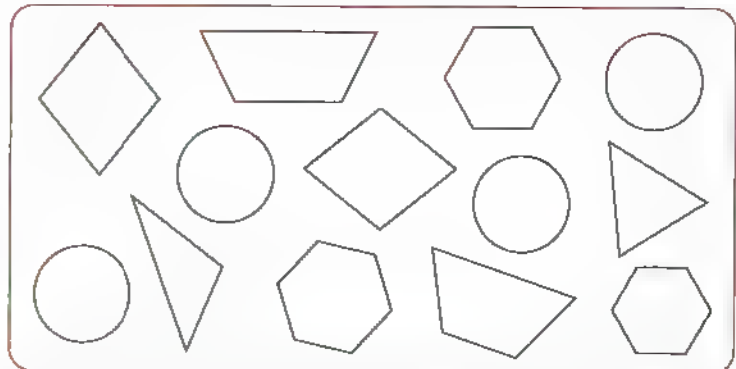
### 2 Color the hexagons red.

Color the triangles green.

Color the trapezoids blue.

Color the rhombuses yellow.

Color the circles purple.



### 3 Choose the correct answer.

a. What is the missing number ?

$$17 + \text{---} = 27$$

☐ 11

☐ 9

☐ 8

☐ 10

b.  $85 - 76 = \text{---}$

☐ 9

☐ 11

☐ 13

☐ 19

c. The shape with 0 vertices is



d. Use the pictograph. How many children chose orange ?

Our favorite fruits					
Apples					
Orange					
Banana					

Key = 2 children

☐ 2

☐ 4





☐ 6

☐ 10

# Sheet 23

## Till lessons 5 to 7 - chapter 5

**1** Estimate the length of each object. Then use a ruler to measure.

Object	Estimation	Measurement
a. 	_____	_____
b. 	_____	_____
c. 	_____	_____
d. 	_____	_____

**2** Choose the correct answer.

a. \_\_\_\_\_ < 123

☐ 119

☐ 124

☐ 132

☐ 133

b. What number is 10 more than 27 ?

☐ 26

☐ 17

☐ 37

☐ 38

c. Which addition sentence shows  $5 + 2 = 7$  in a different order ?

☐  $1 + 6 = 7$

☐  $2 + 5 = 7$

☐  $3 + 4 = 7$

☐  $7 + 0 = 7$

d. Which numbers are in order from least to greatest ?

☐ 8, 10, 15

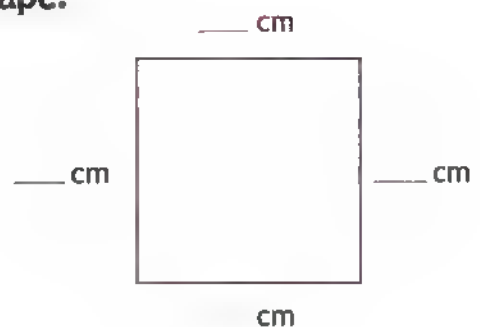
☐ 10, 15, 8

☐ 15, 8, 10

☐ 15, 10, 8

**3** Measure each side. Write the name of the shape.

The shape is \_\_\_\_\_



### 1 Fill in the spaces.

a. There are \_\_\_\_\_ edges on a 

c. There are \_\_\_\_\_ faces on a 

e. There are \_\_\_\_\_ vertices on a 

g. There are \_\_\_\_\_ edges on a 

b. There are \_\_\_\_\_ edges on a 

d. There are \_\_\_\_\_ faces on a 

f. There are \_\_\_\_\_ vertices on a 

h. There are \_\_\_\_\_ faces on a 

### 2 Choose the correct answer.

a. Which solid figure has circular faces ?



b. These faces can be put together to make which solid figure ?


☐ Sphere

☐ Cube

☐ Cylinder

☐ Pyramid

c. The solid figure that has these faces is \_\_\_\_\_


☐ Pyramid

☐ Cube

☐ Sphere

☐ Cylinder

d. The solid figure that has these faces is \_\_\_\_\_


☐ Rectangular prism

☐ Cylinder

☐ Cube

☐ Sphere

### 3 Choose the correct answer.

a.  $32 + 41$  is about \_\_\_\_\_

☐ 70

☐ 80

☐ 60

b.  $99 \square 100$

☐  $<$ 
☐  $>$ 
☐  $=$ 

c. Seven hundred thirty-eight in standard form is \_\_\_\_\_

☐ 783

☐ 738

☐ 837

d.  $17 - \square = 13$

☐ 17

☐ 13

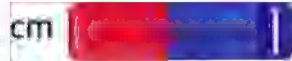
☐ 4

# Assessment

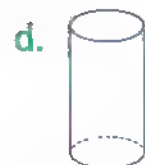
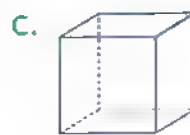
## Chapter 5




### 1 Choose.

- a. Which plane figure has fewer than 4 vertices ?  
( hexagon **or** triangle **or** rectangle **or** rhombus )
- b. Which is the longest length from the following ?  
( 50 cm **or** 20 cm **or** 1 m **or** 75 cm )
- c. The solid figure which has 5 vertices is \_\_\_\_\_  
( square-based pyramid **or** cylinder **or** sphere **or** cube )
- d. A two-dimensional shape with 4 sides (2 parallel and 2 not parallel) is \_\_\_\_\_  
( square **or** rectangle **or** rhombus **or** trapezium )
- e. Number of vertices of a cube is \_\_\_\_\_ ( 5 **or** 6 **or** 12 **or** 8 )
- f. The length of the opposite eraser is \_\_\_\_\_ cm  \_\_\_\_\_  
( 4 **or** 3 **or** 6 **or** 7 )
- g. 1 meter = \_\_\_\_\_ cm ( 1 **or** 10 **or** 100 **or** 50 )
- h. The number of vertices of square \_\_\_\_\_ the number of vertices of trapezoid.  
( > **or** < **or** = )

### 2 Write the name of each solid of each of the following.



### 3 Complete.


- a. The rectangular prism has \_\_\_\_\_ faces.
- b. The number of sides of the figure  is \_\_\_\_\_
- c. The base of a cylinder is \_\_\_\_\_
- d. The solid in which all faces are squares is \_\_\_\_\_
- e. The two-dimensional shape which has 6 sides and 6 vertices is called \_\_\_\_\_

# Accumulative Assessment

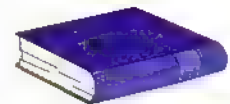
Till chapter 5



## 1 Complete.

- $27 - 5 =$  \_\_\_\_\_
- $4 + 87 =$  \_\_\_\_\_
- The cube has \_\_\_\_\_ faces and the shape of each face is \_\_\_\_\_
- The place value of the digit 8 in the number 817 is \_\_\_\_\_
- 719 in word form is \_\_\_\_\_
- The length of  is \_\_\_\_\_ cm
- The square-based pyramid has \_\_\_\_\_ edges, \_\_\_\_\_ vertices and \_\_\_\_\_ faces.

- 2** Bassem had 17 books. He gave his friend Mina 8 books.  
How many books does Bassem have now ?



## 3 Find the result.

a.

$$\begin{array}{r} 83 \\ - 12 \\ \hline \end{array}$$

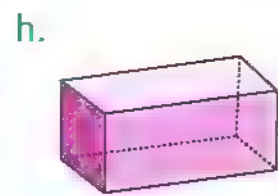
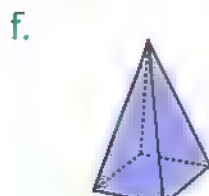
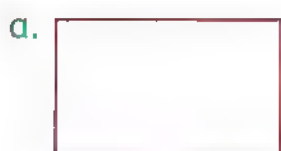
b.

$$\begin{array}{r} 46 \\ + 27 \\ \hline \end{array}$$

c.

$$\begin{array}{r} 41 \\ + 39 \\ \hline \end{array}$$

## 4 Write the name of each one.



### 1 Choose.

a. Which object weighs about 1 kilogram ?


☐

☐

☐

☐

b. Which object weighs about 1 gram ?


☐

☐

☐

☐

c. The perfect estimation of  is \_\_\_\_\_

☐ 1 kilogram

☐ 50 grams

☐ 10 kilograms

☐ 1 gram

### 2 Arrange from smallest to greatest "ascending".

351

,

372

,

251

,

215

Order is : \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_

### 2 Bassem had 26 toys. He gave Marwan 7 toys.

How many toys does Bassem have now ?

---

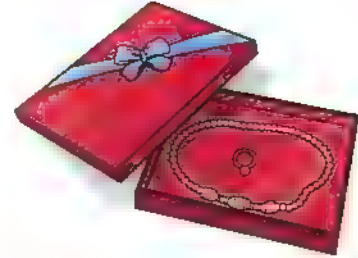


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- 1** Hana bought some jewelries , she bought a necklace weighs 75 gm and a ring weighs 15 gm.

What is the weight of the necklace and the ring ?



- 2** A fruit seller bought 85 kilograms of apples, he sold 43 kilograms of them.

How many kilograms of apples is left with him ?



- 3** Complete.

- a. 708 in expanded form is \_\_\_\_\_ + \_\_\_\_\_
- b. Pentagon has \_\_\_\_\_ sides and \_\_\_\_\_ vertices.
- c. The value of 0 in 708 is \_\_\_\_\_
- d. 176 in words is \_\_\_\_\_
- e. The length of the opposite key is \_\_\_\_\_ cm.



- 4** Find the results.

- |                      |                      |
|----------------------|----------------------|
| a. $38 - 25 =$ _____ | b. $44 + 18 =$ _____ |
| c. $50 - 20 =$ _____ | d. $51 + 37 =$ _____ |
| e. $78 - 15 =$ _____ | f. $47 + 5 =$ _____  |

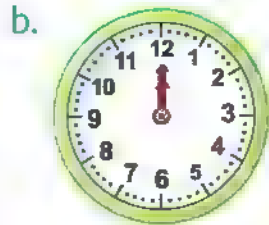
# Sheet 27

## Till lessons 5 & 6 - chapter 6

### 1 Write the time.



\_\_\_\_\_ o'clock



\_\_\_\_\_ o'clock



6 o'clock



11 o'clock

### 2 Choose A.M. or P.M.



A.M. ☐ P.M. ☐



A.M. ☐ P.M. ☐



A.M. ☐ P.M. ☐

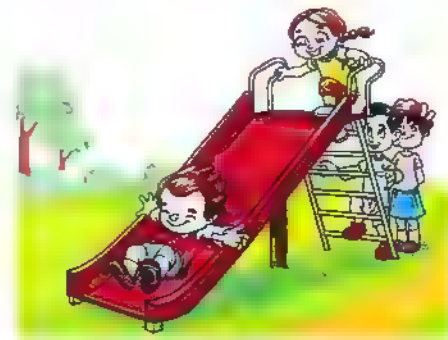


A.M. ☐ P.M. ☐

### 3 14 children play in the garden , some children went home, 6 children are still playing. How many children went home ?

\_\_\_\_\_

\_\_\_\_\_



### 4 Match the activity to its suitable time.

a. Sleeping

b. Having lunch

c. Studying

d. Wake up



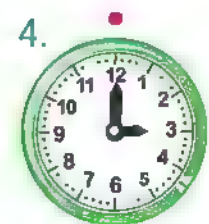
P.M.



P.M.



A.M.



P.M.

# Sheet 28

## Till lessons 7 & 8 - chapter 6

### 1 Write the time.

a.



\_\_\_\_\_ : \_\_\_\_\_

b.



\_\_\_\_\_ : \_\_\_\_\_

c.



\_\_\_\_\_ : \_\_\_\_\_

### 2 Draw the hour hand and the minute hand.

a.

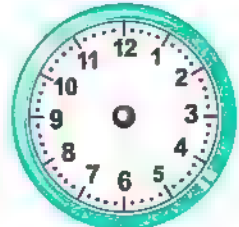


b.



Half past 2

c.



### 3 Choose the correct answer.

a.  $28 + 39 =$  \_\_\_\_\_

☐ 58

☐ 67

☐ 69

☐ 71

b. Which is a doubles fact ?

☐  $4 + 8 = 12$

☐  $7 + 8 = 15$

☐  $8 + 8 = 16$

☐  $8 + 9 = 17$

c. Which number sentence the number line shows ?



☐  $7 + 2 = 9$

☐  $9 - 2 = 7$

☐  $9 - 3 = 6$

☐  $10 - 3 = 7$

# Sheet 29

## Till lessons 9 & 10 - chapter 6

### 1 Choose the correct answer.

a. What time is shown ?



- ☐ 3 : 45      ☐ 10 : 15  
☐ 11 : 00      ☐ 11 : 15

b. A shape that has 12 edges is \_\_\_\_\_.

- ☐ circle  
☐ cylinder  
☐ cube  
☐ square-based pyramid

c. What is the difference ?

$$\begin{array}{r} 48 \\ - 16 \\ \hline \end{array}$$

- ☐ 32      ☐ 44  
☐ 52      ☐ 58

d. This ring is about \_\_\_\_\_.



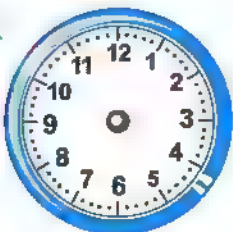
- ☐ 5 grams      ☐ 500 grams  
☐ 5 kilograms      ☐ 50 kilograms

### 2 Write the times that are missing.

1 : 00 , 1 : 30 , 2 : 00 , \_\_\_\_\_ : \_\_\_\_\_ , \_\_\_\_\_ : \_\_\_\_\_ , 3 : 30 , \_\_\_\_\_ : \_\_\_\_\_

### 3 Draw the hour hand and the minute hand.

a.

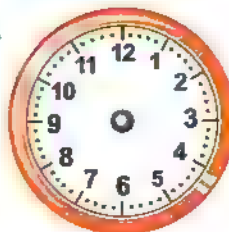


quarter past one

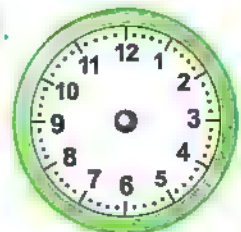
b.



c.



d.



7 o'clock

# Assessment Chapter 6



**1** Write the time. Then circle A.M. or P.M.

a. Play at the park.



\_\_ : \_\_

A.M.

P.M.

b. Eat breakfast.



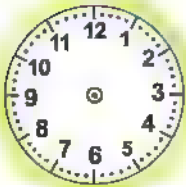
\_\_ : \_\_

A.M.

P.M.

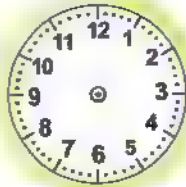
**2** Show the time on the two clocks.

a. half past 3



\_\_ : \_\_

b. 5 o'clock



\_\_ : \_\_

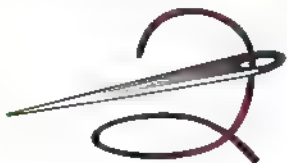
c. quarter to 7



\_\_ : \_\_

**3** Circle the unit you would use to measure the real object.

a.



kilograms

grams

b.



kilograms

grams

**4** A family bought 6 kilograms of banana and 4 kilograms of apple.  
What is the weight in all ?

\_\_\_\_\_

\_\_\_\_\_



# Accumulative Assessment

Till chapter 6



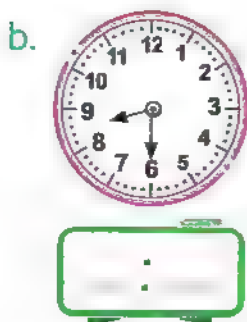
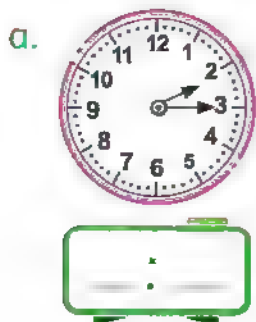
## 1 Choose the correct answer.

- The cube has \_\_\_\_\_ vertices. (6 or 8 or 12)
- The value of the digit 7 in the number 473 is \_\_\_\_\_. (7 or 70 or 700)
- A 2-dimensional shape whose 4 sides are equal in length is \_\_\_\_\_.  
(rectangle or rhombus or triangle)
- $14 + \text{_____} = 20$  (6 or 8 or 34)
- $79 \text{ _____ } 110$  (> or < or =)

## 2 Complete.

- 621 in word form is \_\_\_\_\_
- The number of vertices of a square-based pyramid is \_\_\_\_\_
- $37 + 25 = \text{_____}$
- $69 - 37 = \text{_____}$
- $300 + 40 + 8 = \text{_____}$
- $12 - \text{_____} = 5$

## 3 Write the time in two ways.



- ## 4 Nermin has two birds, the weight of one of them is 100 gm and the other weight is 90 gm.

How much do both birds weigh together ?



**Second**

# General Revision

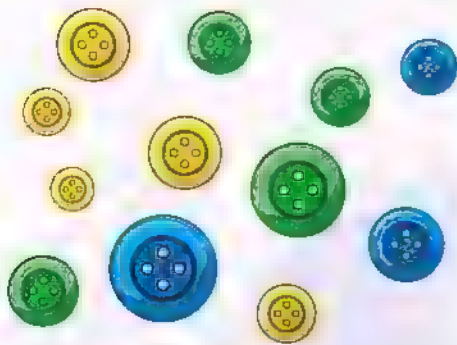


# General Revision

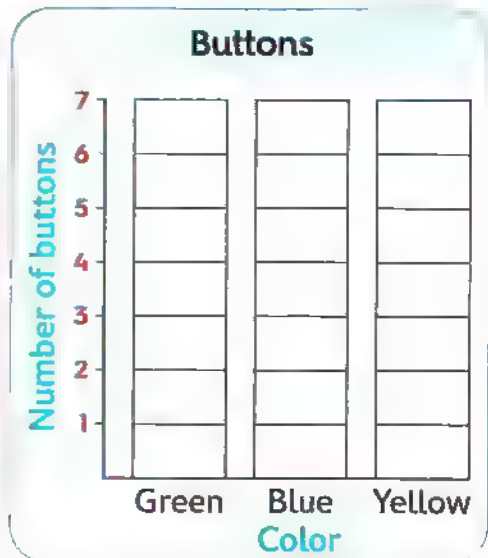
## on Chapter 1



- 1** Use the picture to complete the table.  
Then shade boxes in the graph to show data.



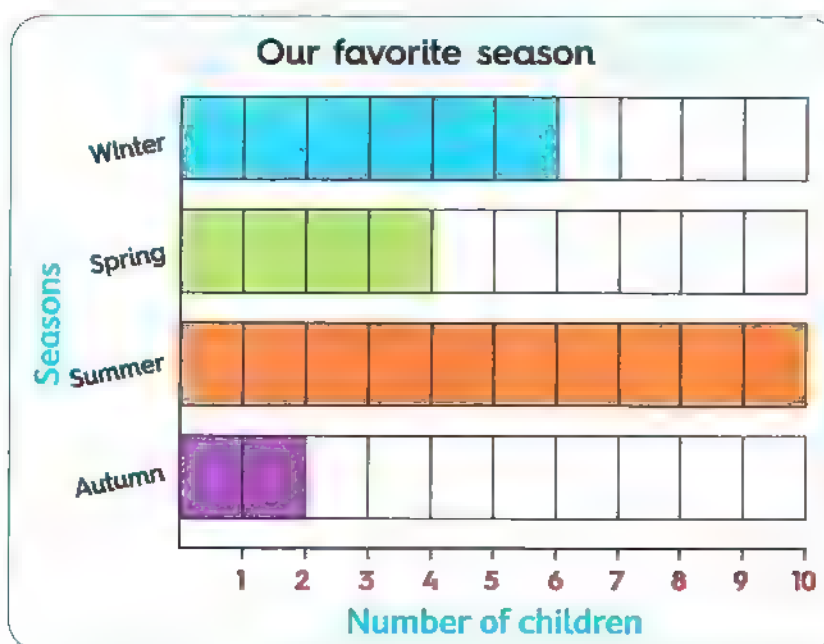
Buttons	
Color	Number
Green	
Blue	
Yellow	



Use the bar graph to answer the questions :

- How many yellow buttons are there ? \_\_\_\_\_
- How many more green buttons than blue buttons are there ? \_\_\_\_\_
- How many green and blue buttons are there ? \_\_\_\_\_
- How many green, blue and yellow buttons are there ? \_\_\_\_\_

- 2** Use the bar graph to answer the questions.



- How many children chose winter as their favorite season ? \_\_\_\_\_
- How many children in all chose summer and spring ? \_\_\_\_\_
- Which season is the favorite of the fewest children ? \_\_\_\_\_



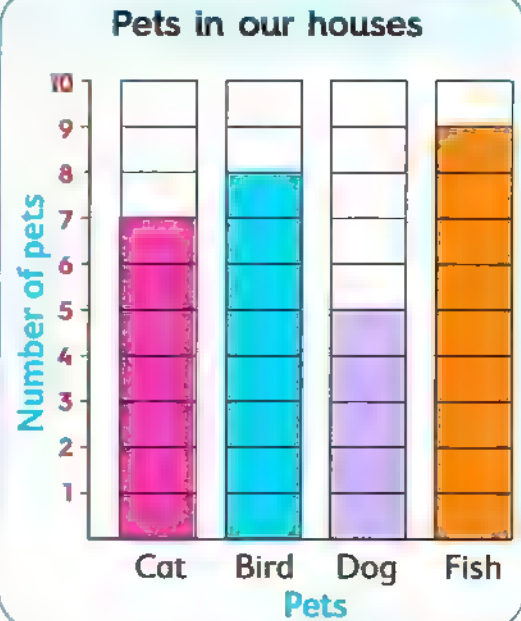
**3 First :** Use the bar graph to complete using  $>$  ,  $<$  or  $=$ .

a. Number of cats \_\_\_\_\_  \_\_\_\_\_ Number of dogs

b. Number of fish \_\_\_\_\_  \_\_\_\_\_ Number of birds

c. Number of birds \_\_\_\_\_  \_\_\_\_\_ Number of cats

d. Number of dogs \_\_\_\_\_  \_\_\_\_\_ Number of fish

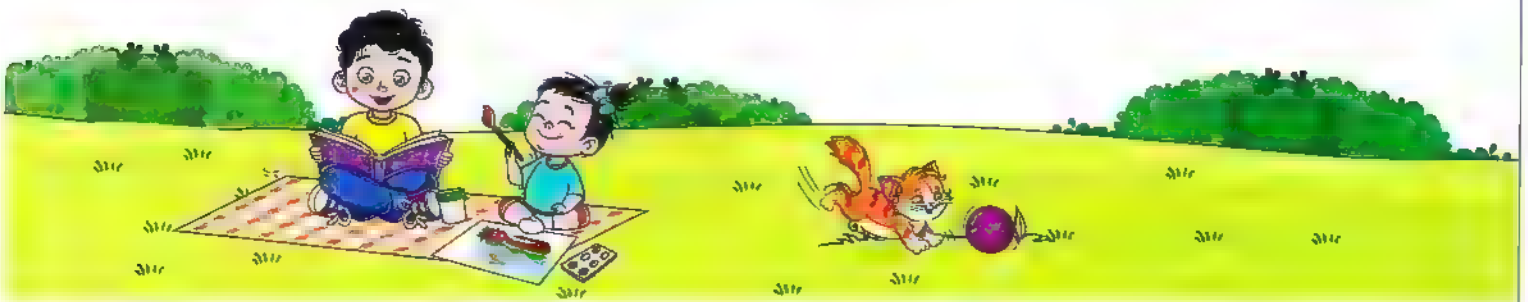


**Second :** Put (✓) to the correct statement or (X) to the incorrect statement.

- a. The number of birds is 8. (      )
- b. The number of cats and dogs is 13. (      )
- c. The number of birds, fish and dogs is 22. (      )
- d. The difference between the number of fish and birds is 1. (      )
- e. The number of cats is greater than the number of birds. (      )
- f. The number of dogs is smaller than the number of birds. (      )

**Third :** Use the graph to order the pets according to their numbers from least to greatest.

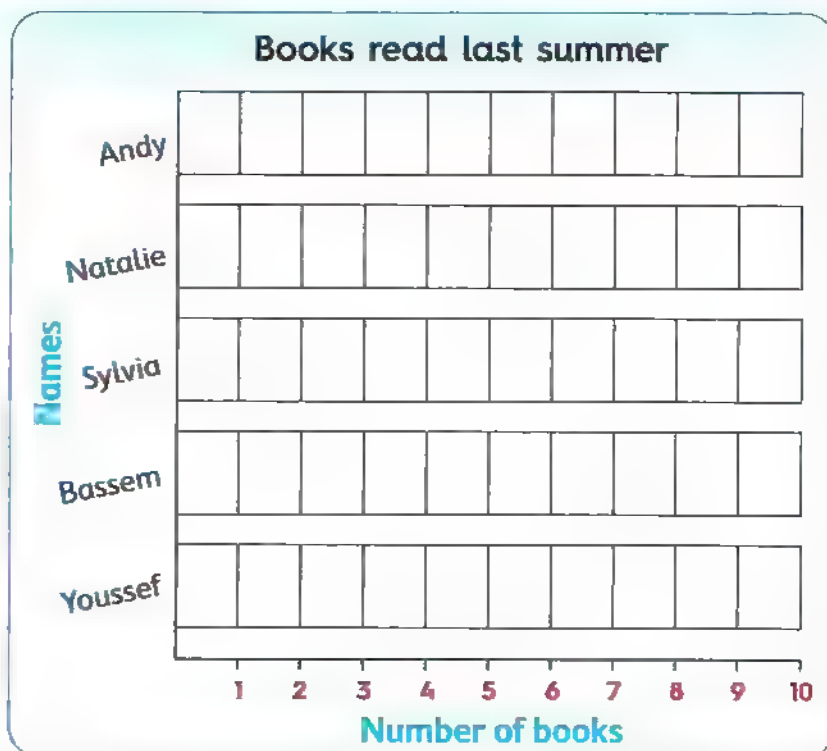
\_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_



**4** Use the table to make a bar graph with the same data.



Books read last summer	
Name	Number
Andy	3
Natalie	5
Sylvia	4
Bassem	9
Youssef	6



- Use the graph to order the names who read the books from the least to the greatest.

\_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_

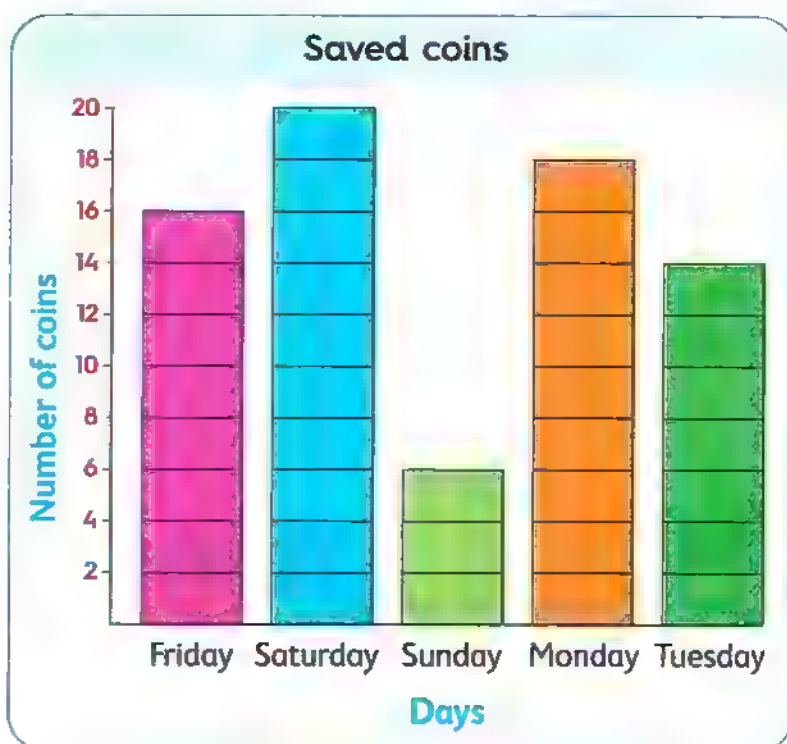
**5** Use the graph to answer the questions.

a. Which day has the most savings ? \_\_\_\_\_

b. How many coins are saved on Sunday and Tuesday ? \_\_\_\_\_

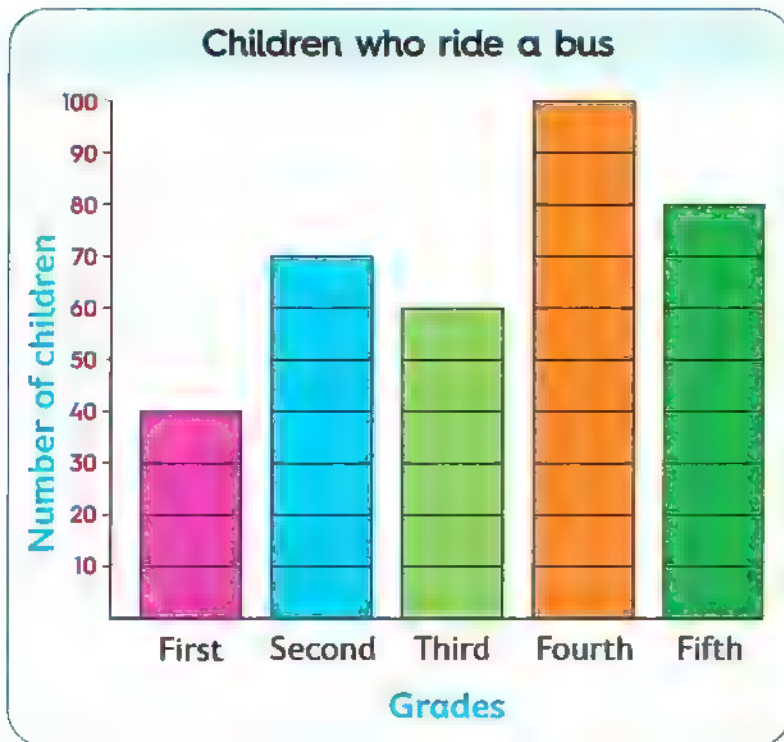
c. How many coins are saved on Friday and Saturday ? \_\_\_\_\_

d. How many more coins are saved on Monday than Sunday ? \_\_\_\_\_





**6** Use the graph to answer the questions.



- a. Which grade has the fewest bus riders ?  
\_\_\_\_\_
- b. How many more children ride the bus in fourth grade than second grade ?  
\_\_\_\_\_

**7** Use the pictograph to make a bar graph. Then answer the questions.

Favorite outside activities	
Ride bike	☺☺☺☺
Ride scooter	☺☺☺☺☺
Play games	☺☺
Jump rope	☺☺☺☺
Play with toys	☺☺

**key**



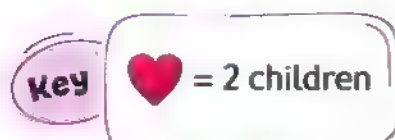
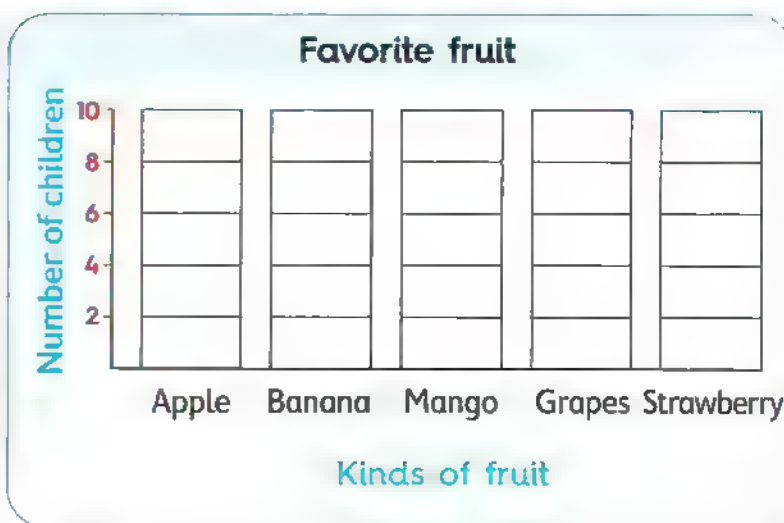
= 2 children



- a. Which activity is favored by the most children ? \_\_\_\_\_
- b. How many children like jump rope best ?  
\_\_\_\_\_

**8 First :** Use the pictograph to make a bar graph. Then answer the questions.

Favorite fruit	
Apple	♥♥♥♥
Banana	♥♥♥♥
Mango	♥♥
Grapes	♥♥♥
Strawberry	♥♥♥♥♥



- Which fruit is favored by the least number of children ? \_\_\_\_\_
- How many children liked both banana and grapes ? \_\_\_\_\_
- How many more children liked strawberry than grapes ? \_\_\_\_\_
- How many children liked apple, mango and grapes ? \_\_\_\_\_

**Second :** Use the bar graph to complete using  $>$  ,  $<$  or  $=$ .

- The number of children who liked mango  number of children who liked grapes
- The number of children who liked banana  number of children who liked apple
- The number of children who liked strawberry  number of children who liked mango

**Third :** Put (✓) to the correct statement or (X) to the incorrect statement.

- The fruit that favored by the most number of children is strawberry. (   )
- The number of children who liked mango and apple is 5. (   )
- The number of children who liked banana is 4. (   )

# General Revision

## on Chapter 2



### 1 Complete the following.

a.  $12 + 5 =$  \_\_\_\_\_

d.  $11 + 5 =$  \_\_\_\_\_

g.  $53 + 10 =$  \_\_\_\_\_

j.  $13 -$  \_\_\_\_\_  $= 6$

m.  $13 - 8 =$  \_\_\_\_\_

p.  $15 - 6 =$  \_\_\_\_\_

s.  $9 +$  \_\_\_\_\_  $= 15$

v.  $15 - 8 =$  \_\_\_\_\_

b.  $14 + 8 =$  \_\_\_\_\_

e.  $7 + 8 =$  \_\_\_\_\_

h.  $10 - 4 =$  \_\_\_\_\_

k. \_\_\_\_\_  $+ 5 = 11$

n.  $15 - 10 =$  \_\_\_\_\_

q.  $17 - 8 =$  \_\_\_\_\_

t.  $23 - 3 =$  \_\_\_\_\_

w. \_\_\_\_\_  $+ 12 = 15$

c.  $7 + 7 =$  \_\_\_\_\_

f.  $10 + 9 =$  \_\_\_\_\_

i.  $8 +$  \_\_\_\_\_  $= 15$

l.  $8 + 8 =$  \_\_\_\_\_

o.  $12 -$  \_\_\_\_\_  $= 3$

r.  $16 -$  \_\_\_\_\_  $= 7$

u.  $48 + 10 =$  \_\_\_\_\_

x.  $35 - 10 =$  \_\_\_\_\_

### 2 Choose the correct answer.

a.  $5 + 6 =$

☐ 9

☐ 10

☐ 11

☐ 12

b.  $35 - 10 =$  \_\_\_\_\_

☐ 25

☐ 35

☐ 37

☐ 40

c.  $13 -$  \_\_\_\_\_  $= 7$

☐ 4

☐ 6

☐ 7

☐ 8

d. \_\_\_\_\_  $+ 14 = 19$

☐ 3

☐ 4

☐ 5

☐ 14

e.  $46 + 10 =$  \_\_\_\_\_

☐ 47

☐ 57

☐ 56

☐ 36

f.  $8 +$  \_\_\_\_\_  $= 17$

☐ 6

☐ 7

☐ 8

☐ 9

g.  $14 + 6 =$  \_\_\_\_\_

☐ 8

☐ 20

☐ 22

☐ 24



**3** Put (✓) to the correct statement or (X) to the incorrect statement.

a.  $8 + 9 = 16$

( )

b.  $6 + 6 = 12$

( )

c.  $13 + 3 = 43$

( )

d.  $15 - 6 = 9$

( )

e.  $17 - 8 = 9$

( )

f.  $55 - 10 = 54$

( )

g.  $15 + 7 = 22$

( )

h.  $14 - 7 = 7$

( )

i.  $5 + 12 = 62$

( )

j.  $12 - 3 = 9$

( )

**4** Match.

a.  $24 - 10$

$44 + 10$

b.  $17 - 8$

$15 - 7$

c.  $13 + 9$

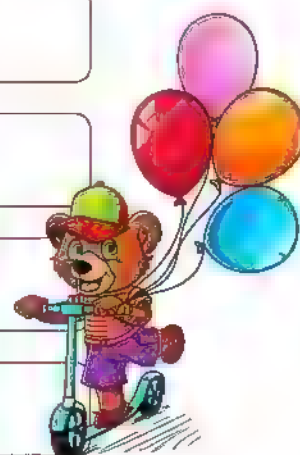
$7 + 7$

d.  $11 - 3$

$10 + 12$

e.  $64 - 10$

$19 - 10$



**5** Find the missing number.

a.  $7 + 4 = \underline{\quad}$

b.  $18 - 9 = \underline{\quad}$

c.  $30 - 10 = \underline{\quad}$

d.  $7 + 8 = \underline{\quad}$

e.  $5 + 9 = \underline{\quad}$

f.  $16 - 6 = \underline{\quad}$

g.  $5 + \underline{\quad} = 12$

h.  $9 + \underline{\quad} = 14$

i.  $16 - \underline{\quad} = 8$

j.  $19 - \underline{\quad} = 10$

k.  $\underline{\quad} + 6 = 12$

l.  $\underline{\quad} + 8 = 17$

m.  $14 - \underline{\quad} = 8$

n.  $14 - \underline{\quad} = 14$

o.  $12 + \underline{\quad} = 20$

**6** Answer the following.

a. Omar read **10** pages of a book in one day.

In the next day, he read **9** pages.

**How many pages did he read in the two days ?**

\_\_\_\_\_



b. Janna found **12** shells. She gave **5** to Nancy.

**What is the number of shells she has left ?**

\_\_\_\_\_



c. Hany has **18** L.E. He bought a book for **8** L.E.

**How much money is remained with Hany ?**

\_\_\_\_\_



d. There are two flocks of sheep. One contains **11** sheep

and the total number of sheep in the two flocks is **17**.

**How many sheep are there in the other flock ?**

\_\_\_\_\_



e. Wael has **18** pounds. He bought a chocolate.

Now he has **10** pounds.

**How much money did the chocolate cost ?**

\_\_\_\_\_



f. Ahmed has **13** stamps. His friend gave him some more stamps. Now he has **18** stamps.

**How many stamps did Ahmed's friend give him ?**

\_\_\_\_\_



# General Revision

## on Chapter 3



### 1 Complete.

a. The value of the digit 3 in the number 372 is

b. The value of the digit 5 in the number 850 is

c. The value of the digit 0 in the number 107 is

d. The value of the digit 6 in the number 196 is

e. The place value of the digit 4 in the number 246 is

f. The place value of the digit 8 in the number 825 is

g. 342 in word form is

h. 703 in word form is

i. 256 in expanded form is

j. 710 in expanded form is

k.  $9 \text{ hundreds} + 7 \text{ ones} + 2 \text{ tens} =$   (in standard form)

l.  $4 \text{ hundreds} + 6 \text{ tens} =$   (in standard form)

m.  $700 + 50 + 7 =$   (in standard form)

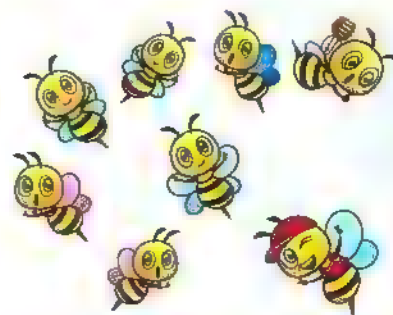
n.  $400 + 3 =$   (in standard form)

o. Three hundred seventy-one in standard form is

p. Nine hundred fourteen in standard form is

q. 39 in word form is

r. 17 in word form is



**2 Choose the correct answer.**

a. The value of the digit 7 in the number 374 is \_\_\_\_

☐ 7

☐ 70

☐ 700

b. The place value of digit 9 in the number 986 is \_\_\_\_

☐ ones

☐ tens

☐ hundreds

c. 379 ☐ 98

☐ <

☐ >

☐ =

d. One hundred sixty-eight ☐ 201

☐ <

☐ >

☐ =

e. 39 ☐ 100

☐ >

☐ <

☐ =

f. Nine hundred ninety-two = \_\_\_\_

☐ 992

☐ 929

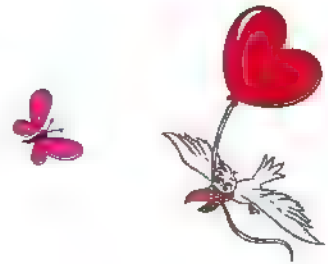
☐ 299

g.  $700 + 30 + 8 =$  \_\_\_\_

☐ 837

☐ 373

☐ 738



**3 Put (✓) to the correct statement or (X) to the incorrect statement.**

a. The value of the digit 0 in the number 809 is 10 ( )

b.  $654 = 600 + 4 + 50$  ( )

c. The value of the digit 4 in the number 834 is 40 ( )

d.  $899 > 900$  ( )

e. The place value of the digit 3 in the number 392 is hundreds. ( )

f. The greatest 3-digit number is 999 ( )

g. The smallest 3-digit number is 102 ( )

h. The greatest 3-different digit number is 987 ( )

**4 Match.**

a. The greatest number formed from 7, 3, 8 is \_\_\_\_\_

378

b. The smallest number formed from 7, 3, 8 is \_\_\_\_\_

102

c.  $700 + 30 + 8 =$  \_\_\_\_\_

873

d. The smallest 3-different digit number is \_\_\_\_\_

738

**5 Complete using  $>$ ,  $<$  or  $=$ .**

a. 873

857

c. 146

146

e. 671

671

g.  $300 + 40$

$400 + 30$

i.  $600 + 30 + 2$

$600 + 30$

k. 3 tens + 4 ones

2 hundreds

m. Nine hundred ninety-four

$900 + 90 + 9$

b. 351

99

d. 450

452

f. 78

100

h. 1 hundred + 4 ones

$80 + 9$

j.  $40 + 300 + 5$

$300 + 40 + 5$

l. Thirty-five

$300 + 4$

n.  $500 + 3 + 50$

Five hundred ninety-four

**6** Write the numbers in order from least to greatest “ascending order”.

- a. 15 , 70 , 8 , 24

Order is : \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_

- b. 37 , 5 , 141 , 92

Order is : \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_

- c. 179 , 274 , 754 , 175

Order is : \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_

- d. 492 , two hundred fifty-five ,  $40 + 900 + 2$

Order is : \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_

**7** Write the numbers in order from greatest to least “descending order”.

- a. 867 , 546 , 862 , 547

Order is : \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_

- b. thirteen , 700 ,  $400 + 20 + 5$

Order is : \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_

- c. 754 , 372 , 681 , 259

Order is : \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_

- d. five hundred seventeen , 349 ,  $600 + 70 + 9$

Order is : \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_

# General Revision

## on Chapter 4



**1** Complete the following.

a.  $8 + 5 = 5 + \underline{\quad}$

d.  $48 - 3 = \underline{\quad}$

g.  $22 - 6 = \underline{\quad}$

j.  $22 + 35 = \underline{\quad}$

m.  $93 - 50 = \underline{\quad}$

p.  $34 + 47 = \underline{\quad}$

s.

37
+ 26
_____
_____

v.

75
- 8
_____
_____

b.  $\underline{\quad} + 9 = 9 + 40$

e.  $32 - 7 = \underline{\quad}$

h.  $60 + 7 = \underline{\quad}$

k.  $12 + 40 = \underline{\quad}$

n.  $88 - 34 = \underline{\quad}$

q.  $19 + 18 = \underline{\quad}$

t.

15
+ 46
_____
_____

w.

53
- 29
_____
_____

c.  $17 + 3 = \underline{\quad}$

f.  $35 + 9 = \underline{\quad}$

i.  $\underline{\quad} + 9 = 89$

l.  $53 - 21 = \underline{\quad}$

o.  $17 + 23 = \underline{\quad}$

r.  $9 + 83 = \underline{\quad}$

u.

42
- 38
_____
_____

x.

29
+ 45
_____
_____



**2** Choose the correct answer.

- |   |                                 |                                |                                 |
|---|---------------------------------|--------------------------------|---------------------------------|
| a. $15 + 7 = \underline{\hspace{2cm}}$  | <input type="radio"/> $15 + 8$  | <input type="radio"/> $7 + 15$ | <input type="radio"/> $15 - 7$  |
| b. $14 + 11 = 11 + \underline{\hspace{2cm}}$  | <input type="radio"/> 11        | <input type="radio"/> 15       | <input type="radio"/> 14        |
| c. $35 + 17$ <input type="radio"/> $17 + 35$  | <input type="radio"/> $>$       | <input type="radio"/> $<$      | <input type="radio"/> $=$       |
| d. $3 + 40 = \underline{\hspace{2cm}}$  | <input type="radio"/> 34        | <input type="radio"/> 43       | <input type="radio"/> 403       |
| e. $80 + \underline{\hspace{2cm}} = 83$   | <input type="radio"/> 3         | <input type="radio"/> 30       | <input type="radio"/> 300       |
| f. $43 + 23 = \underline{\hspace{2cm}}$   | <input type="radio"/> 70        | <input type="radio"/> 66       | <input type="radio"/> 75        |
| g. $31 + 52$ is about $\underline{\hspace{2cm}}$ — (By using place value strategy to estimate). |                                 |                                |                                 |
|   | <input type="radio"/> 70        | <input type="radio"/> 80       | <input type="radio"/> 90        |
| h. $28 + 46 = \underline{\hspace{2cm}}$   | <input type="radio"/> 64        | <input type="radio"/> 74       | <input type="radio"/> 614       |
| i. $49 + 8 = \underline{\hspace{2cm}}$  | <input type="radio"/> 47        | <input type="radio"/> 57       | <input type="radio"/> 417       |
| j. $14 + 15 = \underline{\hspace{2cm}}$   | <input type="radio"/> $12 + 13$ | <input type="radio"/> $20 + 9$ | <input type="radio"/> $15 + 15$ |
| k. $73 + 8 = \underline{\hspace{2cm}}$  | <input type="radio"/> $80 + 2$  | <input type="radio"/> $90 - 1$ | <input type="radio"/> $84 - 3$  |
| l. $99 - 15 = \underline{\hspace{2cm}}$   | <input type="radio"/> 48        | <input type="radio"/> 84       | <input type="radio"/> $80 + 5$  |
| m. $76 - 23 = \underline{\hspace{2cm}}$   | <input type="radio"/> 53        | <input type="radio"/> 44       | <input type="radio"/> 54        |
| n. $67 - 50 = \underline{\hspace{2cm}}$   | <input type="radio"/> 62        | <input type="radio"/> 17       | <input type="radio"/> 22        |
| o. $17 - 12 = \underline{\hspace{2cm}}$   | <input type="radio"/> 15        | <input type="radio"/> 25       | <input type="radio"/> 5         |

**3** Put (✓) to the correct statement or (X) to the incorrect statement.

- |                    |       |                   |       |
|--------------------|-------|-------------------|-------|
| a. $7 + 8 = 8 + 8$ | (   ) | b. $56 = 5 + 6$   | (   ) |
| c. $73 = 7 + 30$   | (   ) | d. $91 = 1 + 90$  | (   ) |
| e. $41 - 5 = 36$   | (   ) | f. $24 + 13 = 36$ | (   ) |
| g. $86 - 13 = 73$  | (   ) | h. $77 - 46 = 41$ | (   ) |

**4 Match.**

a.  $25 - 7$

b.  $28 + 15$

c.  $87 - 24$

d.  $34 + 25 = 25 + \underline{\hspace{2cm}}$

e.  $14 + 9$

f.  $20 + 4$

$30 + 4$

$38 - 15$

$40 + 3$

$86 - 62$

$9 + 9$

$63$

**5 Use the 120 chart to:**

• Estimate the sum.

a.

$43$	<b>Think:</b>
$+ 29$	<div style="border: 1px solid black; width: 40px; height: 20px; display: inline-block;"></div>
<hr style="width: 60px; border: 0.5px solid black;"/>	<div style="border: 1px solid black; width: 40px; height: 20px; display: inline-block;"></div>
$43 + 29$ is about $\underline{\hspace{2cm}}$	<div style="border: 1px solid black; width: 40px; height: 20px; display: inline-block;"></div>

• Estimate the difference.

b.

$67$	<b>Think:</b>
$- 43$	<div style="border: 1px solid black; width: 40px; height: 20px; display: inline-block;"></div>
<hr style="width: 60px; border: 0.5px solid black;"/>	<div style="border: 1px solid black; width: 40px; height: 20px; display: inline-block;"></div>
$67 - 43$ is about $\underline{\hspace{2cm}}$	<div style="border: 1px solid black; width: 40px; height: 20px; display: inline-block;"></div>

c.

$16$	<b>Think:</b>
$+ 41$	<div style="border: 1px solid black; width: 40px; height: 20px; display: inline-block;"></div>
<hr style="width: 60px; border: 0.5px solid black;"/>	<div style="border: 1px solid black; width: 40px; height: 20px; display: inline-block;"></div>
$16 + 41$ is about $\underline{\hspace{2cm}}$	<div style="border: 1px solid black; width: 40px; height: 20px; display: inline-block;"></div>

d.

$84$	<b>Think:</b>
$- 36$	<div style="border: 1px solid black; width: 40px; height: 20px; display: inline-block;"></div>
<hr style="width: 60px; border: 0.5px solid black;"/>	<div style="border: 1px solid black; width: 40px; height: 20px; display: inline-block;"></div>
$84 - 36$ is about $\underline{\hspace{2cm}}$	<div style="border: 1px solid black; width: 40px; height: 20px; display: inline-block;"></div>

**6** Use the place value to:

• Estimate the sum.

a.

$\begin{array}{r} 22 \\ + 61 \\ \hline \end{array}$	<b>Think:</b> <div style="border: 1px solid black; width: 40px; height: 20px; margin-bottom: 5px;"></div> <div style="border: 1px solid black; width: 40px; height: 20px; margin-bottom: 5px; text-align: center;">+</div> <div style="border: 1px solid black; width: 40px; height: 20px;"></div>
$22 + 61$ is about _____	

c.

$\begin{array}{r} 42 \\ + 52 \\ \hline \end{array}$	<b>Think:</b> <div style="border: 1px solid black; width: 40px; height: 20px; margin-bottom: 5px;"></div> <div style="border: 1px solid black; width: 40px; height: 20px; margin-bottom: 5px; text-align: center;">+</div> <div style="border: 1px solid black; width: 40px; height: 20px;"></div>
$42 + 52$ is about _____	

• Estimate the difference.

b.

$\begin{array}{r} 94 \\ - 52 \\ \hline \end{array}$	<b>Think:</b> <div style="border: 1px solid black; width: 40px; height: 20px; margin-bottom: 5px;"></div> <div style="border: 1px solid black; width: 40px; height: 20px; margin-bottom: 5px; text-align: center;">-</div> <div style="border: 1px solid black; width: 40px; height: 20px;"></div>
$94 - 52$ is about _____	

d.

$\begin{array}{r} 37 \\ - 24 \\ \hline \end{array}$	<b>Think:</b> <div style="border: 1px solid black; width: 40px; height: 20px; margin-bottom: 5px;"></div> <div style="border: 1px solid black; width: 40px; height: 20px; margin-bottom: 5px; text-align: center;">-</div> <div style="border: 1px solid black; width: 40px; height: 20px;"></div>
$37 - 24$ is about _____	

**7** Decompose each addend to add.

a.

<div style="border: 1px solid black; padding: 5px; display: inline-block;">42</div>	+	<div style="border: 1px solid black; padding: 5px; display: inline-block;">35</div>	=	<div style="border: 1px solid black; width: 80px; height: 30px;"></div>
<div style="display: flex; justify-content: space-around; width: 100%;"> <div style="border: 1px solid black; width: 40px; height: 20px;"></div> <div style="border: 1px solid black; width: 40px; height: 20px;"></div> </div> <div style="text-align: center; margin-top: 5px;">+</div>		<div style="display: flex; justify-content: space-around; width: 100%;"> <div style="border: 1px solid black; width: 40px; height: 20px;"></div> <div style="border: 1px solid black; width: 40px; height: 20px;"></div> </div> <div style="text-align: center; margin-top: 5px;">+</div>		<div style="display: flex; justify-content: space-around; width: 100%;"> <div style="border: 1px solid black; width: 40px; height: 20px;"></div> <div style="border: 1px solid black; width: 40px; height: 20px;"></div> </div> <div style="text-align: center; margin-top: 5px;">+</div>

b.

<div style="border: 1px solid black; padding: 5px; display: inline-block;">67</div>	+	<div style="border: 1px solid black; padding: 5px; display: inline-block;">21</div>	=	<div style="border: 1px solid black; width: 80px; height: 30px;"></div>
<div style="display: flex; justify-content: space-around; width: 100%;"> <div style="border: 1px solid black; width: 40px; height: 20px;"></div> <div style="border: 1px solid black; width: 40px; height: 20px;"></div> </div> <div style="text-align: center; margin-top: 5px;">+</div>		<div style="display: flex; justify-content: space-around; width: 100%;"> <div style="border: 1px solid black; width: 40px; height: 20px;"></div> <div style="border: 1px solid black; width: 40px; height: 20px;"></div> </div> <div style="text-align: center; margin-top: 5px;">+</div>		<div style="display: flex; justify-content: space-around; width: 100%;"> <div style="border: 1px solid black; width: 40px; height: 20px;"></div> <div style="border: 1px solid black; width: 40px; height: 20px;"></div> </div> <div style="text-align: center; margin-top: 5px;">+</div>

**8** Decompose each number to subtract.

a.

<div style="border: 1px solid black; padding: 5px; display: inline-block;">54</div>	-	<div style="border: 1px solid black; padding: 5px; display: inline-block;">32</div>	=	<div style="border: 1px solid black; width: 80px; height: 30px;"></div>
<div style="display: flex; justify-content: space-around; width: 100%;"> <div style="border: 1px solid black; width: 40px; height: 20px;"></div> <div style="border: 1px solid black; width: 40px; height: 20px;"></div> </div> <div style="text-align: center; margin-top: 5px;">+</div>		<div style="display: flex; justify-content: space-around; width: 100%;"> <div style="border: 1px solid black; width: 40px; height: 20px;"></div> <div style="border: 1px solid black; width: 40px; height: 20px;"></div> </div> <div style="text-align: center; margin-top: 5px;">+</div>		<div style="display: flex; justify-content: space-around; width: 100%;"> <div style="border: 1px solid black; width: 40px; height: 20px;"></div> <div style="border: 1px solid black; width: 40px; height: 20px;"></div> </div> <div style="text-align: center; margin-top: 5px;">+</div>

b.

<div style="border: 1px solid black; padding: 5px; display: inline-block;">96</div>	-	<div style="border: 1px solid black; padding: 5px; display: inline-block;">84</div>	=	<div style="border: 1px solid black; width: 80px; height: 30px;"></div>
<div style="display: flex; justify-content: space-around; width: 100%;"> <div style="border: 1px solid black; width: 40px; height: 20px;"></div> <div style="border: 1px solid black; width: 40px; height: 20px;"></div> </div> <div style="text-align: center; margin-top: 5px;">+</div>		<div style="display: flex; justify-content: space-around; width: 100%;"> <div style="border: 1px solid black; width: 40px; height: 20px;"></div> <div style="border: 1px solid black; width: 40px; height: 20px;"></div> </div> <div style="text-align: center; margin-top: 5px;">+</div>		<div style="display: flex; justify-content: space-around; width: 100%;"> <div style="border: 1px solid black; width: 40px; height: 20px;"></div> <div style="border: 1px solid black; width: 40px; height: 20px;"></div> </div> <div style="text-align: center; margin-top: 5px;">+</div>



**9** Draw  for a ten and  for a one. Regroup to find the sum.

a. **24** + **58** = \_\_\_\_\_

Tens	Ones

Tens	Ones

Tens	Ones



b. **15** + **35** = \_\_\_\_\_

Tens	Ones

Tens	Ones

Tens	Ones

**10** Add to find the total.

**13 + 16 + 37 + 25**

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**11** Answer the questions.

- a. 23 children are at the park. 27 more join them.  
How many children are at the park now ?

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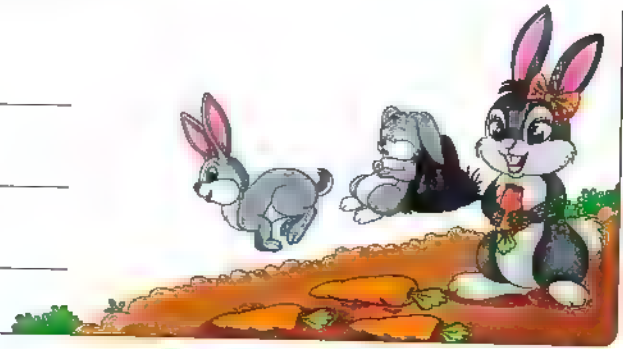


- b. 28 rabbits running in the field. 17 run away.  
How many rabbits are left ?

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- c. There are 21 birds on a tree. 13 join them.  
Estimate how many birds on the tree now.

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# General Revision

## on Chapter 5



### 1 Complete.

a. The \_\_\_\_\_ has 3 sides.

b. The \_\_\_\_\_ has no sides.

c. The number of vertices of a square = \_\_\_\_\_

d. The hexagon has \_\_\_\_\_ sides.

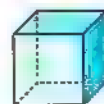
e. The length of the opposite object = \_\_\_\_\_ cm



f. The length of the opposite object = \_\_\_\_\_ cm



g. The cube has \_\_\_\_\_ faces , \_\_\_\_\_ edges , \_\_\_\_\_ vertices.



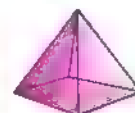
h. The rectangular prism has \_\_\_\_\_ faces ,  
\_\_\_\_\_ edges , \_\_\_\_\_ vertices.



i. The cylinder has \_\_\_\_\_ vertices , \_\_\_\_\_ edges , \_\_\_\_\_ flat faces.



j. The square-based pyramid has \_\_\_\_\_ vertices ,  
\_\_\_\_\_ flat faces , \_\_\_\_\_ edges.



k. The sphere has \_\_\_\_\_ vertices ,  
\_\_\_\_\_ flat faces , \_\_\_\_\_ edges.



l. \_\_\_\_\_ has no edges , no vertices , 1 curved face and 2 circular flat faces.

### 2 Choose the correct answer.

a. The rectangle has \_\_\_\_\_ sides.

☐ 3

☐ 4

☐ 5

b. The pentagon has \_\_\_\_\_ vertices.

☐ 4

☐ 5

☐ 6

c. The name of the opposite shape is \_\_\_\_\_



☐ rectangle

☐ square

☐ trapezium

d. The name of the opposite shape is \_\_\_\_\_



☐ rhombus

☐ rectangle

☐ square

e. The cube has \_\_\_\_\_ edges.

☐ 6

☐ 8

☐ 12

f. The square-based pyramid has \_\_\_\_\_ vertices.

☐ 4

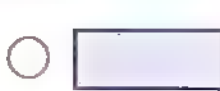
☐ 5

☐ 6

g. Which solid figure has 8 edges ?



h. Which plane figure has fewer than 4 vertices ?



i. Which solid figure has 6 faces ?



j. A two-dimensional shape whose 4 sides are equal in length is \_\_\_\_\_

☐ rectangle

☐ circle

☐ rhombus

k. A two-dimensional shape with 4 sides (2 short sides that are equal and 2 long sides that are equal) is \_\_\_\_\_

☐ square

☐ rectangle

☐ trapezoid

**3** Put (✓) to the correct statement or (X) to the incorrect statement.

a. The triangle is a quadrilateral. ( )

b. The number of faces of a cube = 4 ( )

c. The number of edges of square-based pyramid = 8 ( )

d. The sphere has 2 flat faces. ( )

e. The number of faces of rectangular prism is 6 ( )

**4** Join each solid with its name.



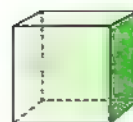
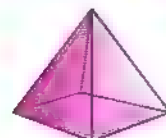
Pyramid

Sphere

Rectangular  
prism

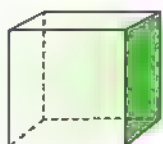
Cylinder

Cube



**5** Name each solid and write the missing number.

a.



Name :



vertices

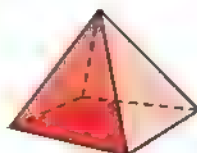


edges



faces

b.



Name :



vertices



edges



faces

c.



Name :



vertices



edges



faces

d.



Name :



vertices



edges



flat faces

e.



Name :



vertices


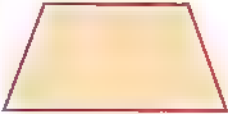



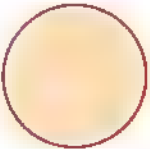
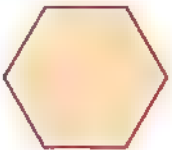
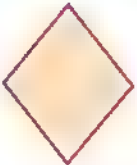


edges



faces

**6** Determine how many sides and vertices each shape has.

Shape	Name	Attributes	
		Number of sides	Number of vertices
a. 	Triangle	_____	_____
b. 	Trapezoid	_____	_____
c. 	Rectangle	_____	_____
d. 	Pentagon	_____	_____
e. 	Square	_____	_____
f. 	Circle	_____	_____
g. 	Hexagon	_____	_____
h. 	Rhombus	_____	_____

**7** Use your ruler to measure the length of each object in centimeters.



\_\_\_\_\_ centimeters



\_\_\_\_\_ centimeters



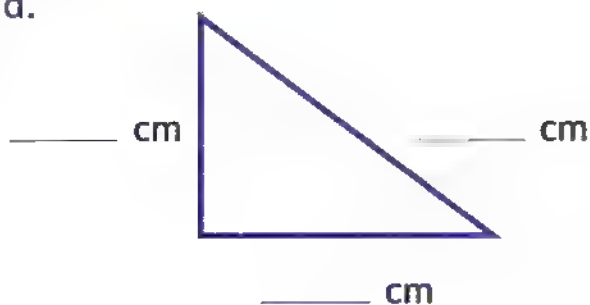
\_\_\_\_\_ centimeters



\_\_\_\_\_ centimeters

**8** Write the length of required sides in each of the following.

a.



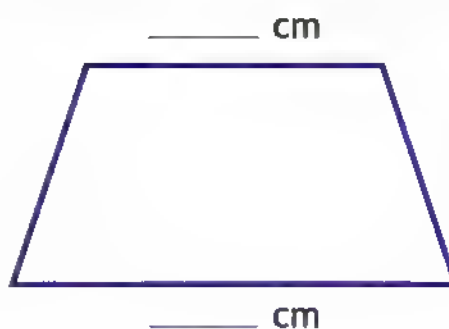
b.



c.



d.



# General Revision

## on Chapter 6



**1** Use the given in the box to complete the sentences.

a. Quarter hour is the same as \_\_\_\_\_ minutes.

b. Half hour is the same as \_\_\_\_\_ minutes.

c. \_\_\_\_\_ is the time from noon until midnight.

d. \_\_\_\_\_ is the time from midnight until noon.



A.M.

P.M.

30

15

**2** Circle the unit you would use to measure the real object.

a.



grams

kilograms

b.



grams

kilograms

c.



grams

kilograms

d.



grams

kilograms

e.



grams

kilograms

f.



grams

kilograms

**3** Look at each object. Circle the better estimation.

a.



1 gram

5 kilograms

b.



1 kilogram

10 kilograms

c.



10 grams

10 kilograms

d.



4 grams

1 kilogram

e.



10 kilograms

100 kilograms

f.



5 kilograms

100 kilograms

**4** Put (✓) to the correct statement or (X) to the incorrect statement.

a. Meter and kilometers are measuring units of mass. ( )

b. The mass of a book is about 100 kg ( )

c.  is written as half past 4 ( )

d.  is quarter to 5 ( )

e.  is quarter past 12 ( )

f.  is 12 o'clock ( )

**5** Join.



Three o'clock



quarter past four



half past one



quarter to twelve

**6** Write the time in two ways.

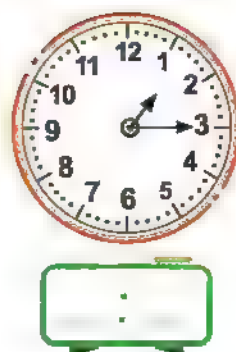
a.



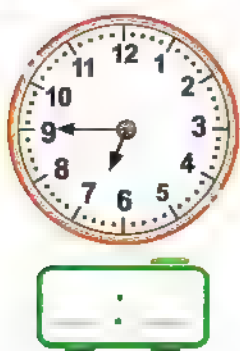
b.



c.



d.



e.



f.



**7** Draw the hour and minute hands.

a.



**05:00**

b.



**03:15**

c.



**06:45**

d.



**half past three**

e.



**quarter to two**

f.



**quarter past five**

- 8** About how long will it take ?  
Circle the better choice.

eat lunch



more than 1 minute

less than 1 minute

- 9** Write the time.  
Then circle A.M. or P.M.



play basketball



A.M.

P.M.

- 10** A baker has a bag of flour that weighs 70 kilograms, he used 20 kilograms from it in baking.

How many kilograms of flour are left ?

\_\_\_\_\_

\_\_\_\_\_



- 11** Rasha has a dog that weighs 13 kilograms and a cat that weighs 4 kilograms.

How much do both of Rasha's pets weigh together ?

\_\_\_\_\_

\_\_\_\_\_



**Third**

# Final Assessments



In these final assessments your child will review on all what he/she had learned in first term.

# Model 1



## 1 Choose the correct answer.

a.  $13 + 21$  is about \_\_\_\_\_

- ☐ 30      ☐ 40  
☐ 50      ☐ 60

b. \_\_\_\_\_  $+ 24 = 59$

- ☐ 85      ☐ 35  
☐ 25      ☐ 65

c. 1 meter = \_\_\_\_\_ cm

- ☐ 1      ☐ 10  
☐ 50      ☐ 100

## 2 Complete.

a. The solid in which all faces are squares is \_\_\_\_\_

b.  $60 + 700 + 5 =$  \_\_\_\_\_

c. 599 is one less than \_\_\_\_\_

d. The value of the digit 3 in 329 is \_\_\_\_\_

e. 312 in word form is \_\_\_\_\_



## 3 Arrange the numbers in order from the least to the greatest.

502 , 520 , 52 , 250

Order is : \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_

## 4 Complete with "> , < or =".

a. 99  One hundred

b. 650  421

c. 387   $300 + 97$

d. The number of vertices of square  The number of vertices of trapezium

## 5 Add or subtract.

a. 
$$\begin{array}{r} 62 \\ + 15 \\ \hline \end{array}$$

b. 
$$\begin{array}{r} 59 \\ - 28 \\ \hline \end{array}$$

c. 
$$\begin{array}{r} 40 \\ - 30 \\ \hline \end{array}$$

d. 
$$\begin{array}{r} 78 \\ + 8 \\ \hline \end{array}$$

- 6** Show “half past 4” on an analog clock and a digital clock.



- 7** Use a ruler to measure.



The length =  cm

- 8** Youssef has 48 marbles.  
His brother Maged has 26 marbles.  
**How many more marbles does Youssef have than Maged ?**

\_\_\_\_\_

\_\_\_\_\_



- 9** Look at the bar graph to answer the questions.

a. Which color is liked the most ?

\_\_\_\_\_

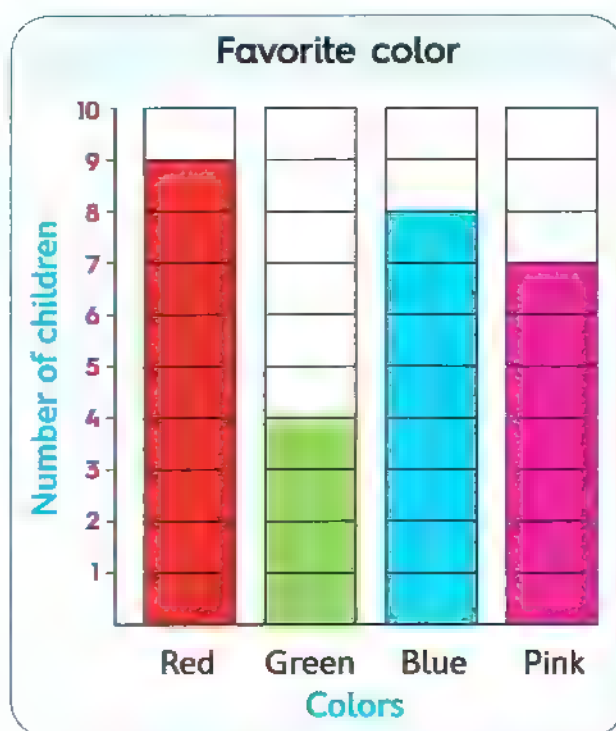
b. How many more children liked pink than green ?

\_\_\_\_\_

c. Use the bar graph to order the colors from the greatest to the least according the number of children.

\_\_\_\_\_ , \_\_\_\_\_ ,

\_\_\_\_\_ , \_\_\_\_\_



# Model 2



## 1 Complete.

- Three hundred seventeen in standard form is \_\_\_\_\_
- Hexagon has \_\_\_\_\_ sides and \_\_\_\_\_ vertices.
- $69 - 43$  is about \_\_\_\_\_ "by using place value strategy".
- \_\_\_\_\_ is less than 294



## 2 Complete with "> , < or =".

a. 80 tens  114

b. 30 cm  3 m

c.  $13 + 10$    $13 - 10$

d. The mass of   The mass of 

## 3 There are 37 birds on a tree. 26 join them. How many birds are on the tree now ?


\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

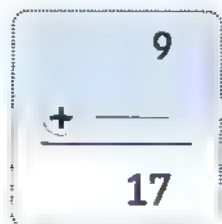


## 4 Choose.

- a. The clock  shows \_\_\_\_\_
- ☐ quarter past 11   ☐ quarter to 11
- ☐ quarter past 12   ☐ quarter to 12

- b. The solid which has 5 vertices is \_\_\_\_\_
- ☐ cylinder   ☐ sphere
- ☐ cube   ☐ square-based pyramid

c.



- ☐ 7   ☐ 8   ☐ 9   ☐ 10

d. Which object is about 1 gram ?



**5** Put (✓) to the correct statement or (X) to the incorrect statement.

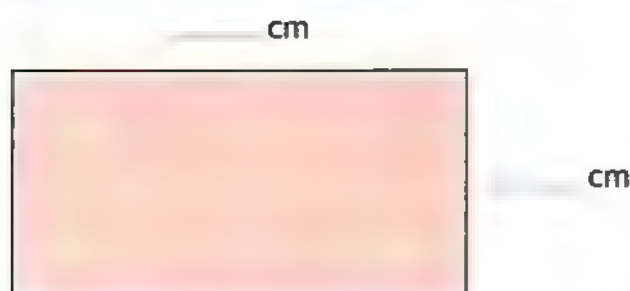
- a.  $25 + 73 = 98$  ( )
- b. The smallest 3-different digit number is 100 ( )
- c.  $237 = 700 + 30 + 2$  ( )
- d.  $17 - 7 = 1$  ( )

**6** Add or subtract.

a.  $95 - 40 = \underline{\hspace{2cm}}$

b.  $38 + 9 = \underline{\hspace{2cm}}$

**7** Measure the sides using a ruler.

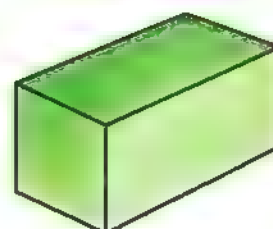


**8** Write how many.

a.        vertices.

b.        flat faces.

c.        edges.



Rectangular prism

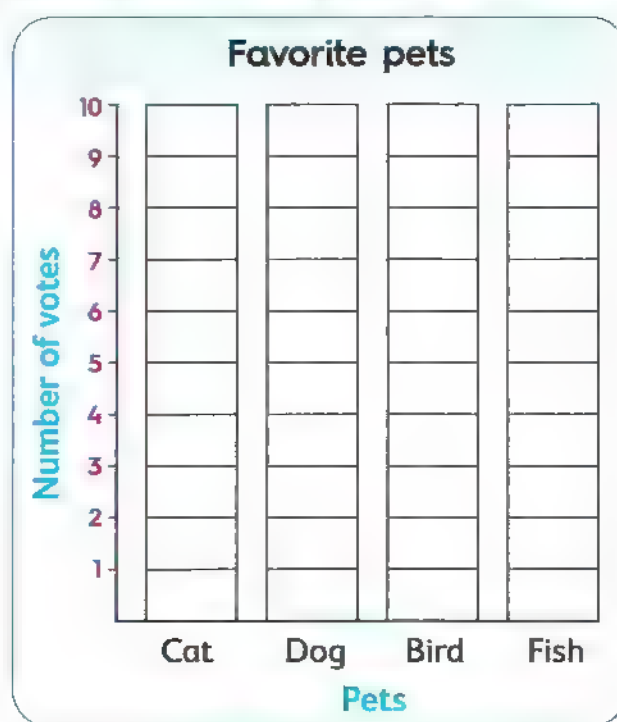
**9** Convert the same information from the table into a bar graph.

Favorite pets	
Pet	Number
Cat	5
Dog	6
Bird	9
Fish	7

**Answer the questions.**

a. How many children in all liked cat and dog ?       

b. Which pet is liked the least ?       



# Model 3



**1** Complete with "> , < or =".

a. 40  400

b. 761  761

c. 339  341

d. 912  910

**2** Add or subtract.

a. 
$$\begin{array}{r} 43 \\ + 25 \\ \hline \end{array}$$

b. 
$$\begin{array}{r} 27 \\ - 25 \\ \hline \end{array}$$

c. 
$$\begin{array}{r} 52 \\ + 39 \\ \hline \end{array}$$

d. 
$$\begin{array}{r} 68 \\ - 48 \\ \hline \end{array}$$

**3** Write the numbers in order from the least to the greatest .

73 , 941 , 9 , 341 , 552

Order is : \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_

**4** Complete.

a. The value of the digit 7 in the number 759 is \_\_\_\_\_

b.  $7 + 5 = 7 + 3 + \text{_____} = 10 + \text{_____} = \text{_____}$

c. The rhombus has \_\_\_\_\_ sides equal in length and \_\_\_\_\_ vertices.

d. The telling time for **02:15** is \_\_\_\_\_

e. 209 in word form is \_\_\_\_\_

**5** Amir collected 69 stamps. He gave 24 to his friend.

How many stamps were left with Amir ?

\_\_\_\_\_

\_\_\_\_\_



**6** Circle the unit you would use to measure the real object.

a.



grams

kilograms

b.

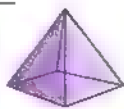


cm

m

**7** Choose the correct answer.

a. The solid which has 5 faces, 8 edges and 5 vertices is \_\_\_\_\_



b. 762 in expanded form is \_\_\_\_\_



700 + 60 + 2



600 + 70 + 2



200 + 60 + 7



700 + 20 + 6

c. The addition sentence that have the same sum of  $24 + 18$  is \_\_\_\_\_



28 + 18



18 + 24



18 + 28



24 + 14

d. The next number of the following 5, 10, 15, 20, 25, ... is \_\_\_\_\_



20



25



30



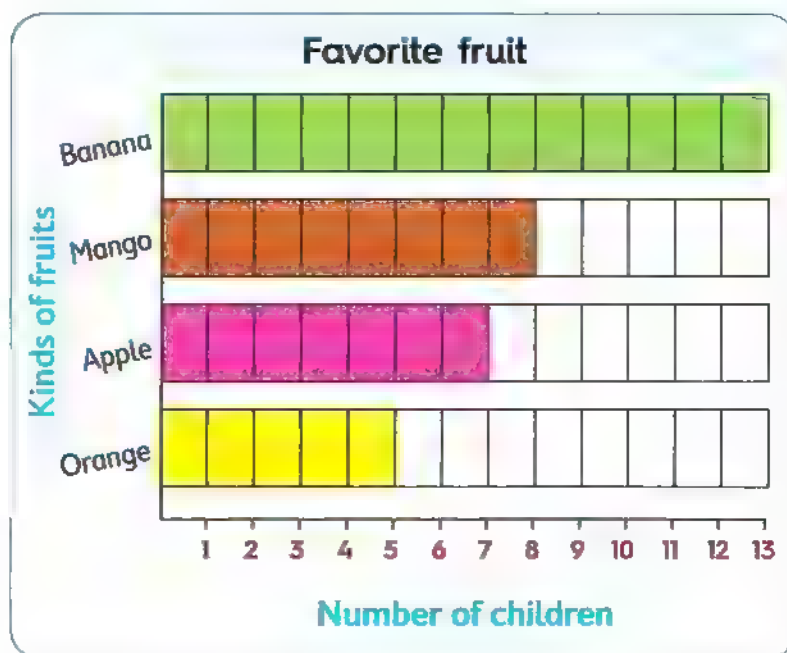
35

**8** Use the graph to answer the questions.

a. Which fruit is liked least ? \_\_\_\_\_

b. How many children liked mango ? \_\_\_\_\_

c. How many children in all liked banana and apple ? \_\_\_\_\_



# Model 4



**1** Match the equal results.

a.  $71 + 25$

$44 + 25$

b.  $89 - 20$

$77 - 23$

c.  $21 + 33$

$10 + 24$

d.  $86 - 52$

$48 + 48$

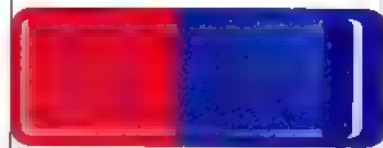
**2** Complete.

a. 423 in expanded form is \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_

b. The length of the opposite eraser is \_\_\_\_\_ cm

c. Trapezoid has \_\_\_\_\_ sides and \_\_\_\_\_ vertices.

d. The value of digit 9 in 793 is \_\_\_\_\_



**3** Put "> , < or =".

a.  $89$    $100$

b.  $6 + 10 + 600$    $166$

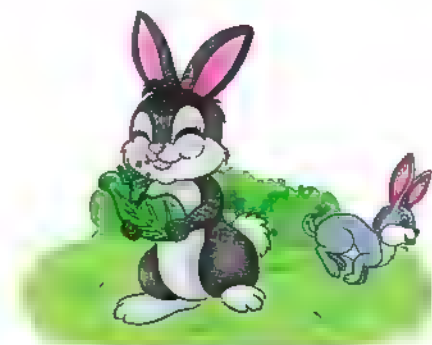
c. Five hundred   $501$

d. The number of sides of a square  The number of vertices of a square

**4** 55 rabbits playing in a field. 21 run away.

How many rabbits are left ?

\_\_\_\_\_  
\_\_\_\_\_





# Model 5



**1** Put (✓) to the correct statement or (X) to the incorrect statement.

- a. **07:15** is write as quarter to 7 ( )
- b. 207 in word form is two hundred seventy ( )
- c. The cube has 6 faces ( )
- d. The number of sides of rhombus is 4 ( )

**2** Farida used 53 grams of salt and 18 grams of pepper to make a tomato sause.

What is the total of weight of salt and pepper ?

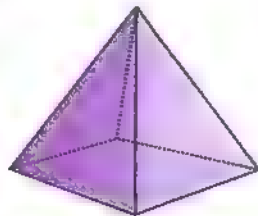


**3** Name the solid and write the missing numbers.

\_\_\_\_\_ vertices.

\_\_\_\_\_ edges.

\_\_\_\_\_ flat faces.



**4** Draw the hour hand and the minute hand.



**5** Choose the correct answer.

a. The value of the digit 0 in 307 is \_\_\_\_\_

- ☐ 0    ☐ 10    ☐ 1    ☐ 100

b. The estimated length to \_\_\_\_\_ is \_\_\_\_\_



- ☐ 5 cm    ☐ 15 cm  
☐ 50 cm    ☐ 80 cm

c.  $12 + \text{_____} = 20$

- ☐ 22    ☐ 18    ☐ 32    ☐ 8

d.  $77 - 18$  is about \_\_\_\_\_

- ☐ 40    ☐ 60    ☐ 50    ☐ 70

**6 Complete.**

a.  $725 =$  \_\_\_\_\_ hundreds, \_\_\_\_\_ tens, \_\_\_\_\_ ones.

b.  $15 + 9 = 9 +$  \_\_\_\_\_  $=$  \_\_\_\_\_

c.  $48 + 25 =$  \_\_\_\_\_

d.  $38 - 17 =$  \_\_\_\_\_



**7 Complete with "> , < or =".**

a.  $40 + 2$    $400 + 2$

b.  $45 + 54$    $99$

c. Eighteen  Eighty

d.  $541$    $500 + 14$

**8 Draw a shape with 5 sides, 5 vertices and name it.**

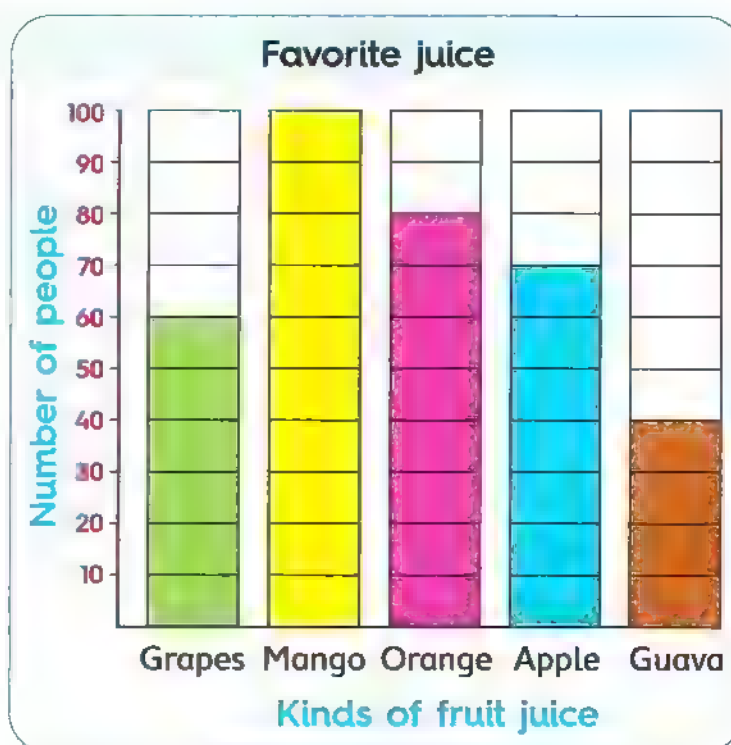
**9 Use the graph to answer the questions.**

a. How many people liked apple juice best? \_\_\_\_\_

b. Which juice is liked the most? \_\_\_\_\_

c. How many people in all liked guava and grapes? \_\_\_\_\_

d. How many people liked mango more than orange? \_\_\_\_\_



# Model 6



**1** Choose the correct answer.

a. The value of 2 in 402 is \_\_\_\_\_

- ☐ 2                      ☐ 20  
☐ 200                      ☐ 0

b.  $58 - 17$  is about \_\_\_\_\_

- ☐ 50                      ☐ 80  
☐ 40                      ☐ 60

c.  $16 + \text{_____} = 22$

- ☐ 16  
☐ 6  
☐ 26  
☐ 12

d. What is the time ?

- ☐ 3 : 30  
☐ 4 : 30  
☐ 6 : 15  
☐ 3 : 00



**2** Tony has 18 flowers , Amr has 13 flowers.

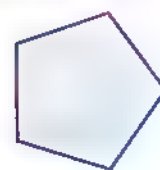
About how many flowers do they have in all ? "Using place value strategy".

**3** Write the times that are missing.

1 : 00 , 1 : 30 , 2 : 00 , \_\_\_\_\_ : \_\_\_\_\_ , \_\_\_\_\_ : \_\_\_\_\_ , 3 : 30 ,  
 \_\_\_\_\_ : \_\_\_\_\_ , \_\_\_\_\_ : \_\_\_\_\_

**4** Write the name of the opposite shape and the number of each of sides and corners.

Name : \_\_\_\_\_

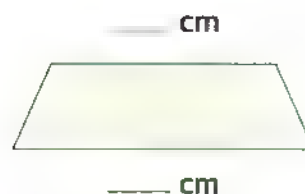


\_\_\_\_\_ sides  
 \_\_\_\_\_ corners

**5** Complete.

- a. The solid figure which has no vertices is \_\_\_\_\_  
 b. The expanded form of 305 is \_\_\_\_\_ + \_\_\_\_\_  
 c.  $23 + 47 =$  \_\_\_\_\_  
 d.  $98 - 81 =$  \_\_\_\_\_

**6** Write the length of required side.

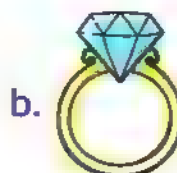


**7** Circle the unit you would use to measure the real object.



☐ gram

☐ kilogram



☐ gram

☐ kilogram

**8** Complete with "> , < or =".

a. 209  210

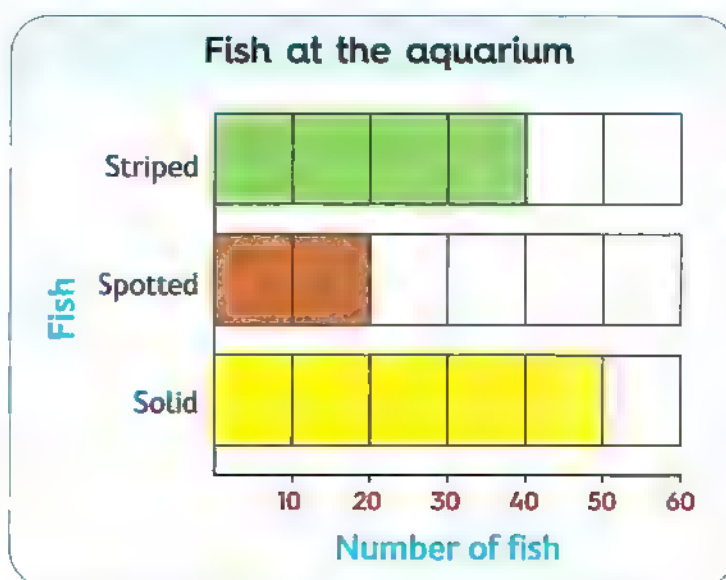
b. Fifty  fifteen

c.  $200 + 3$    $200 + 30$

d. Number of sides of hexagon  Number of vertices of hexagon

**9** This bar graph shows the fish at the aquarium. If 10 more spotted fish are added to the tank. How many spotted fish will be there in all ?

\_\_\_\_\_ spotted fish.



# Model 7



## 1 Choose the correct answer.

a. Which number is the same as 5 ones and 4 tens ?

☐ 44

☐ 54

☐ 45

☐ 55

b. What is the value of the colored digit ? 37

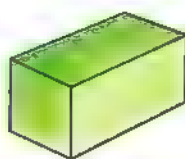
☐ 3

☐ 7

☐ 30

☐ 70

c. What solid figure is shown ?



☐ rectangular prism

☐ cube

☐ pyramid

☐ sphere

d. This dog is about \_\_\_\_\_



☐ 1 gram

☐ 2 grams

☐ 5 kilograms

☐ 50 kilograms

## 2 Complete.

a.  $45 + 36 =$  \_\_\_\_\_

b.  $66 - 43 =$  \_\_\_\_\_

c.  $29 + 10 =$  \_\_\_\_\_

d. Three hundred fifteen in standard form is \_\_\_\_\_

## 3 Arrange the numbers from least to greatest.

500 + 3

,

305

,

Thirty-five

,

300 + 50

Order is : \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_

## 4 Write the time in two ways.

a.



b.

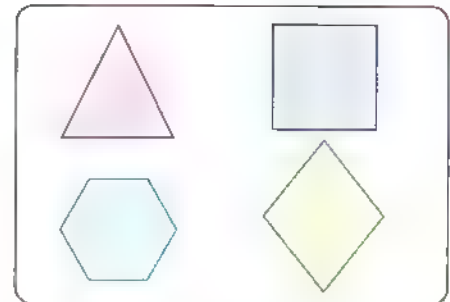


5 Put (✓) to the correct statement or (X) to the incorrect statement.

- a.  $79 > 105$  ( )
- b. The triangle is a quadrilateral. ( )
- c. Number of edges of rectangular prism is 12. ( )
- d. Four hundred thirty-two = 432 ( )




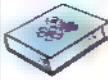

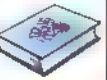

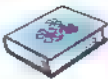
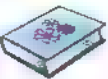
6 There are 27 balloons in the store. Hany bought 10 balloons.  
How many balloons are in the store now ?

7 John drew a plane figure. It has more than 3 sides. It has more than 4 vertices.  
Circle the figure it could be.



8 Use the pictograph to fill in the table.

Number of library books checked out	
Name	Number
Amal	_____
Amgad	_____
Bassem	_____

Number of library books checked out					
Amal					
Amgad					
Bassem					

Key  = 2 books

Answer the question.

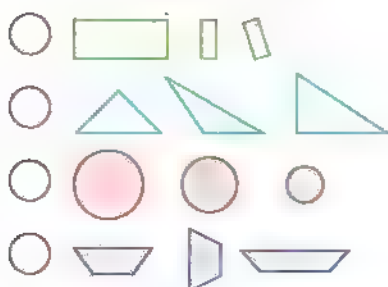
How many library books did Amgad check out ? \_\_\_\_\_ books.

# Model 8



## 1 Choose the correct answer.

a. Which group of plane figures are rectangles?



b. Which is a doubles plus one fact?

- ☐  $3 + 4 = 7$   
☐  $4 + 6 = 10$   
☐  $5 + 5 = 10$   
☐  $6 + 8 = 14$

c. What is the time?

- ☐ 6 : 00  
☐ 6 : 30  
☐ 11 : 30  
☐ 12 : 30



d. What is another way to write the number 352?

- ☐  $200 + 30 + 5$   
☐ 3 hundreds, 5 tens, 2 ones.  
☐ Three hundreds twenty five.  
☐  $3 + 5 + 2$

## 2 Complete with "> , < or =".

a. 1 meter  100 centimeter

b. Eight hundred eighty  818

c.  $77 + 10$    $77 - 10$

d. The mass of   The mass of 

## 3 Draw the hour hand and the minute hand on the clock.

Fill in the blanks to explain where the hands belong.

The hour hand is halfway between \_\_\_\_\_ and \_\_\_\_\_

The minute hand is at \_\_\_\_\_



**4** Add or subtract.

a.  $35 + 28 =$  \_\_\_\_\_

b.  $78 - 22 =$  \_\_\_\_\_

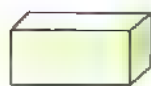
c.  $36 + 10 =$  \_\_\_\_\_

d.  $16 - 8 =$  \_\_\_\_\_

**5** I am a solid figure.

I have 5 vertices.

Which solid figure am I ?



**6** Circle the suitable length unit.

a.

Tree

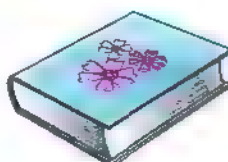


Meter

Centimeter

b.

Book



Meter

Centimeter

c.

Car



Meter

Centimeter

**7** Use the bar graph.

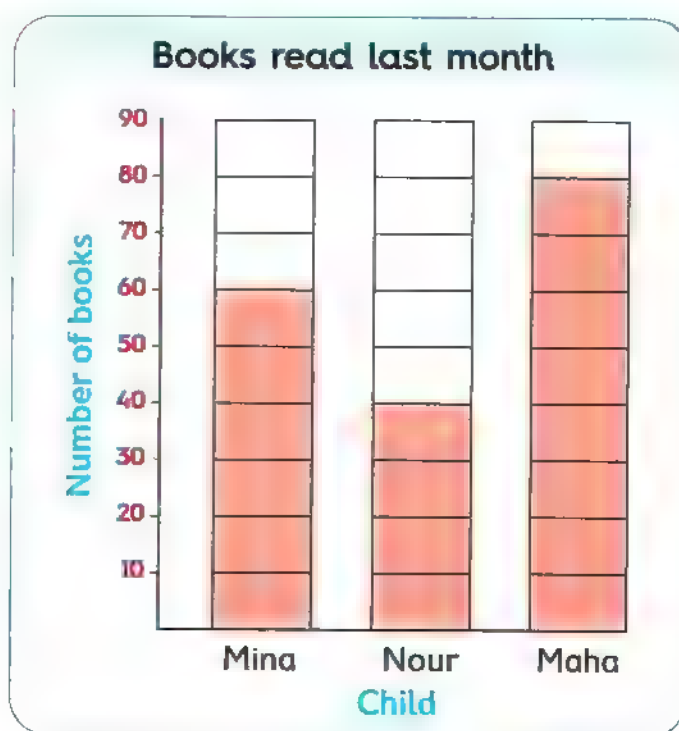
How many more books did  
Maha read than Mina ?

☐ 80

☐ 50

☐ 40

☐ 20



# Model 9



## 1 Choose the correct answer.

a. Which clock shows the same time ?



b. What is another way to write the number 35 ?

- ☐ 30 + 15
- ☐ 50 + 3
- ☐ 5 tens, 3 ones
- ☐ 3 tens, 5 ones

c. About how much does this balloon weigh ?

- ☐ 5 grams
- ☐ 50 grams
- ☐ 5 kilograms
- ☐ 50 kilograms



d. Which plane figure can you trace from a cube ?



## 2 Complete with "> , < or =".

a. 1 hour  60 minutes

c.  $36 + 18$   44

b.  $8 + 50$    $50 + 8$

d.  $700 + 10 + 7$   771

## 3 Complete.

a.  $14 - 6 =$  \_\_\_\_\_

c. \_\_\_\_\_ + 7 = 10

b.  $20 - 20 =$  \_\_\_\_\_

d.  $18 -$  \_\_\_\_\_  $= 11$

## 4 Use the words in the box to complete each sentence.

a. 40 tens is the same as 4 \_\_\_\_\_

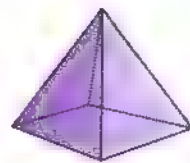
b. 2 \_\_\_\_\_ is equal to 20 ones.

**Tens**  
**Hundreds**

**5** Use solids. Write the number of flat surfaces and corners.

a. This pyramid has \_\_\_\_\_ flat surfaces.

b. This pyramid has \_\_\_\_\_ corners.



**6** Karma has 19 stickers. She bought 17 more stickers.

How many stickers does she have now ?

---



---



---

**7** Arrange the following numbers from greatest to least.

Eight hundred nineteen

999

9 hundreds

Order is : \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_

**8** Write how many ones. Then circle groups of ten. Write how many tens.

a.

\_\_\_\_\_ ones = \_\_\_\_\_ tens

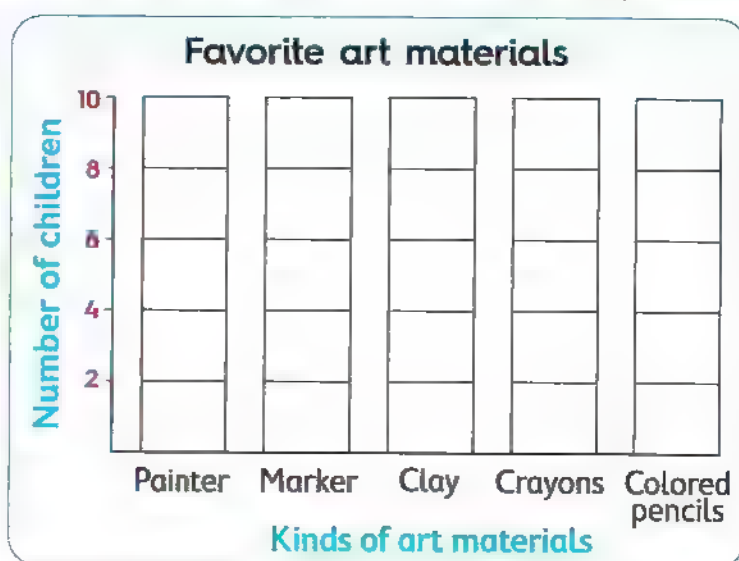
b.

\_\_\_\_\_ ones = \_\_\_\_\_ tens , ones \_\_\_\_\_

**9** Use the pictograph to make a bar graph. Then answer the question.

Favorite art materials	
Painter	
Marker	
Clay	
Crayons	
Colored pencils	

**key** = 2 votes  
 = 1 vote



Which art material is favored by the least number of children ? \_\_\_\_\_

# Model 10

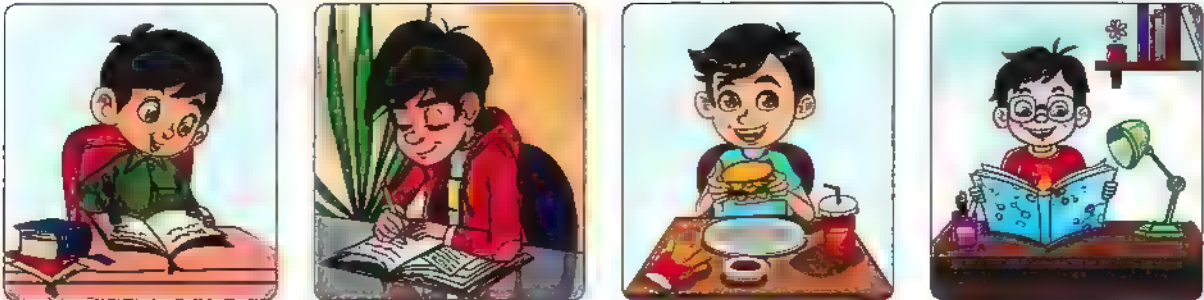


## 1 Choose the correct answer.

a. Which object has only 2 flat faces ?

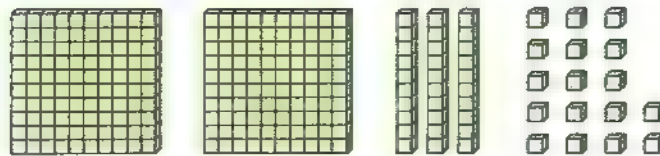


b. Which takes less than 1 minute ?



☐ Write your name    ☐ Write a story    ☐ Eat lunch    ☐ Read a book

c. What number can be shown as 2 hundreds, 3 tens, 17 ones ?



☐ 220    ☐ 237    ☐ 247    ☐ 262

d. The length of the opposite key  
is \_\_\_\_\_ cm

☐ 3    ☐ 4    ☐ 5    ☐ 6



## 2 Complete.

a.  $55 - \underline{\hspace{2cm}} = 48$

b. \_\_\_\_\_ is one less than 299

c.  $9 + 7 = \underline{\hspace{2cm}}$  “make a ten to add”

d.  $18 + 31$  is about \_\_\_\_\_ “by using place value strategy”

**3** Count on to find the sum.

a.  $8 + 52 =$  \_\_\_\_\_

b.  $76 + 4 =$  \_\_\_\_\_

c.  $23 + 6 =$  \_\_\_\_\_

d.  $28 + 9 =$  \_\_\_\_\_

**4** Count back to find the difference.

a.  $25 - 7 =$  \_\_\_\_\_

b.  $62 - 3 =$  \_\_\_\_\_

c.  $42 - 9 =$  \_\_\_\_\_

d.  $17 - 8 =$  \_\_\_\_\_

**5** Use the words in the box to complete each sentence.

a. 30 minutes is the same as \_\_\_\_\_

b. \_\_\_\_\_ is the time from noon until midnight.

c. \_\_\_\_\_ is the time from midnight until noon.

**A.M.**  
**P.M.**  
**Half an hour**

**6** Find the sum of.  $15 + 25 + 30 + 10$

---

---

---

**7** Use the bar graph to choose the correct answer.

a. How many children have blue eyes ?

☐ 30

☐ 40

☐ 50

☐ 60

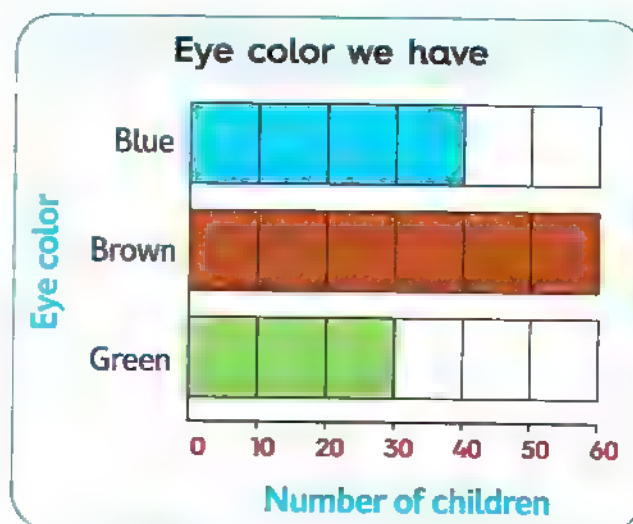
b. How many more children have brown eyes than green eyes ?

☐ 10

☐ 20

☐ 30

☐ 40

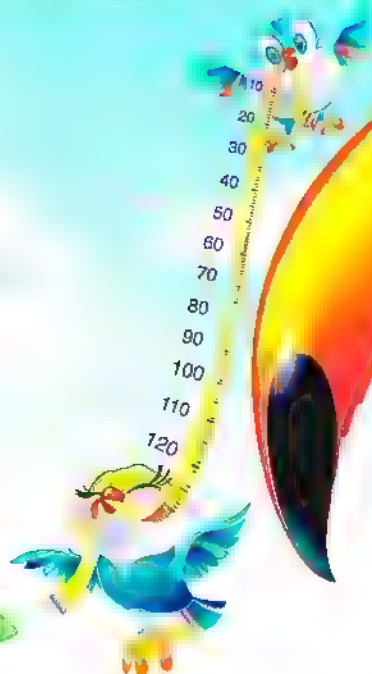


# Mathematics

GUIDE - ANSWERS

FREE PART

2



2<sup>nd</sup>  
PRIMA  
FIRST TERM  
2020

# ANSWERS

## of Parents' Guide

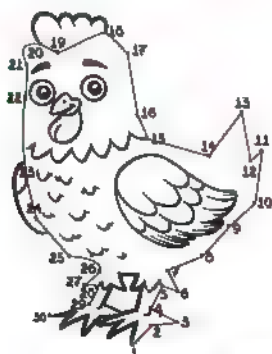


# Answers of Revision

## Revision 1

1  $36 - 15 = 21$  carrots.

2



3  $\bullet =$   $\bullet <$

4  $\bullet 5$  corners  $\bullet 8$  edges

5

		-10	
		76	
-1	85	76	87
		96	
		+10	

6  $\bullet 58$   $\bullet 47$

7



2

4

3

1

5

8

4	+	4	=	8
+		-		+
9	-	2	=	7
=		=		=
13	+	2	=	15

## Revision 2

1



2 o'clock



2

42

48

53

60

3

$\bullet 3$

$\bullet 6$

4

$\bullet 50$

$\bullet 38$

(Answers may vary)

5

$\bullet 22$

$\bullet 39$

$\bullet 50$

$\bullet 57$

6

$\bullet 4$  sides

$\bullet 4$  corners

7

$\bullet 6$  faces

$\bullet 12$  edges

8

$\bullet 13$  letters

$\bullet 23$  numbers

9

$23 + 25 = 48$  children.

# Revision 3

1 83 L.E.

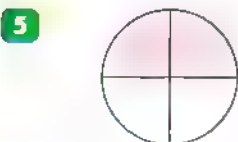
2  $18 - 9 = 9$  toys.

3 •  $6 + 3 = 9$

•  $5 + 4 = 9$

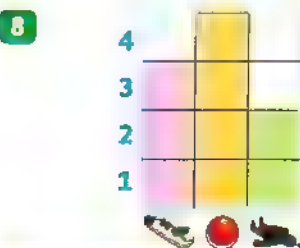
•  $2 + 6 = 8$

4 Circle

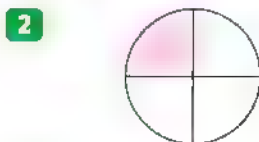


6 • <      • =      • >

7 • -      • +



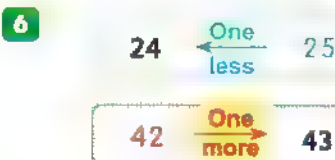
# Revision 4



3 70      63      45      9



5  $45 - 15 = 30$  L.E.



7 E      B      D      A      C

8 • 3      • 73

9 • 3 sides      • 3 corners

Revision

5

1



2

• 48

• 31

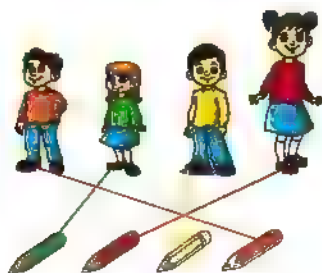
3



5 o'clock



4



5

• 30

• 80

(Answers may vary)

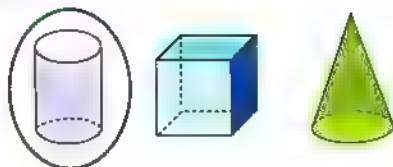
6



7



8



9

57

84 - 30

50

26 + 31

54

12 + 20

32

65 - 15

10

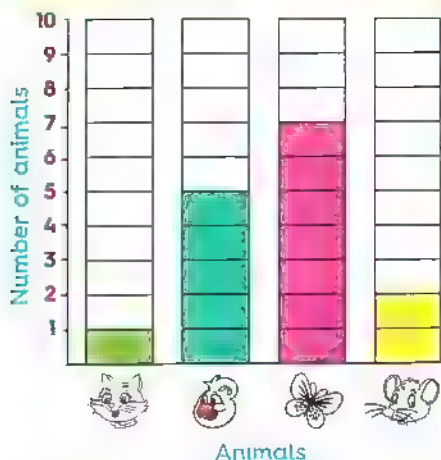
$75 - 63 = 12$  L.E.

# Answers of Chapter 1

## Exercise 1

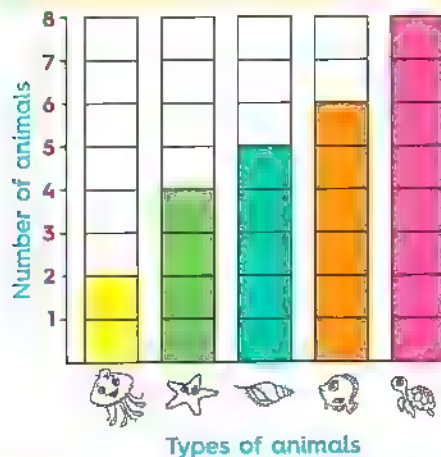
1

### 1 Animals in the garden



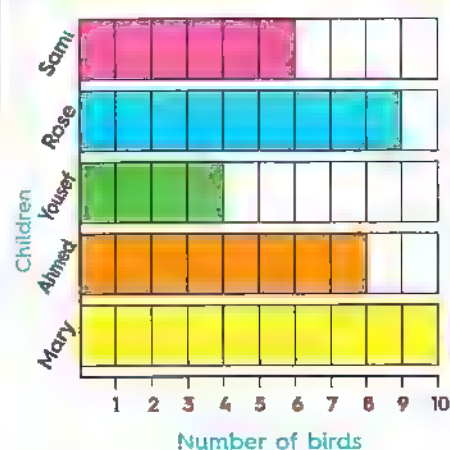
- a. 1      b. 5      c. 7      d. 2

### 2 Sea animals

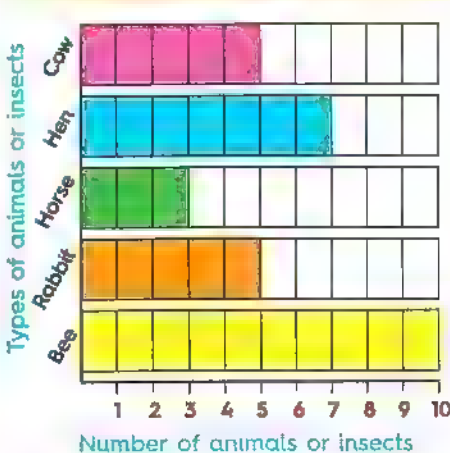


- a. 2      b. 6      c. 4      d. 8  
e. 5

### 3 Birds seen at the park

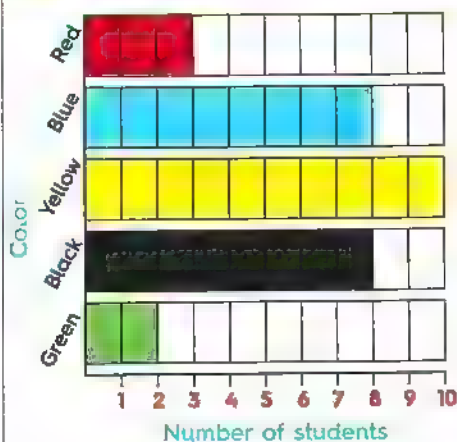


### In the farm



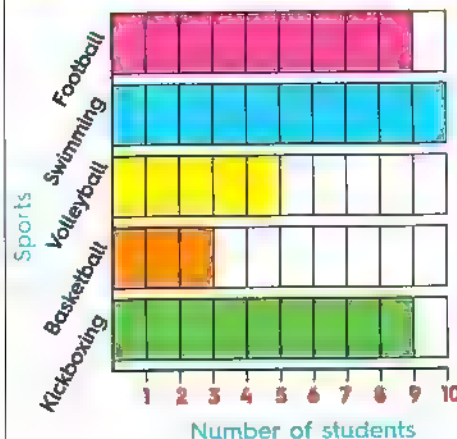
- a.  $10 > 7$       b.  $5 = 5$   
c.  $3 < 10$       d.  $7 > 5$   
e.  $5 > 3$

**5 Favorite color**



- a. <      b. >      c. <      d. =

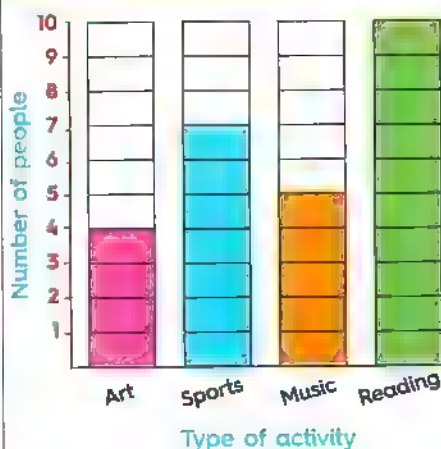
**6 Favorite Sports**



- a. =      b. >      c. <      d. <

**Exercise 2**

**1 Favorite activity**



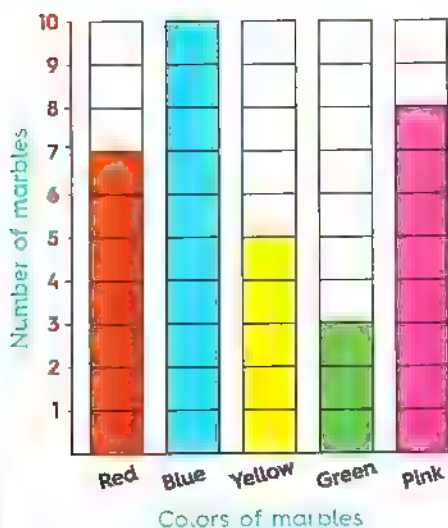
- a. Reading      b. Art      c. 9  
d. 17      e. 2      f. 12

**2**

**Marbles colors**

Color	Number
Red	7
Blue	10
Yellow	5
Green	3
Pink	8

Marbles colors



- a. blue      b. green      c. 5  
 d. 8      e. 12      f. 13  
 g. 15      h. 7      i. 2  
 j. 1  
 k. Green , Yellow , Red , Pink , Blue

- 3**  
 a. 7      b. 13      c. 6  
 d. 14      e. 31

- 4**  
 a. Donkey      b. Sheep      c. 7  
 d. 12      e. 4      f. 5  
 g. 19      h. 15

Exercise



- 1** a. 12      b. 16  
 c. Vegetables      d. Pepperoni  
 e. 20      f. 4

- 2** a. 20      b. 10  
 c. Bananas  
 d. Apples and melon  
 e. 6      f. 10

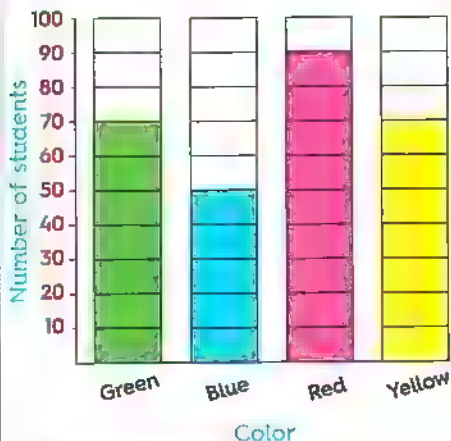
- 3** a. 20      b. 18  
 c. Milk shake      d. Fruit juice  
 e. 24      f. 10

- 4** a. 50      b. 60  
 c. Tennis      d. Football  
 e. 160      f. 20

- 5** a. 20      b. 60      c. 10  
 d. 30      e. 50      f. 30  
 g. 90      h. 20      i. 80  
 j. 10

6

### Favorite color



1. a.  $\times$  b.  $\checkmark$  c.  $\times$

2. a.  $<$  b.  $=$  c.  $>$   
d.  $<$

### Exercise

4

1

### Favorite lunch

Food	Number
Soup	7
Salad	3
Pizza	9
Spaghetti	5
Sandwich	6

2

### Favorite juice

Flavor	Number
Grapes	14
Orange	18
Strawberry	9
Mango	7
Pineapple	13

3

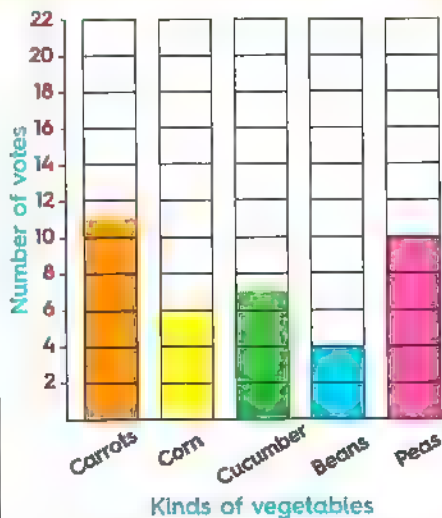
- a. 14 b. 9  
c. 16 d. 15  
e. Picture books f. Coloring book  
g. 5 h. 31

4

- a. 18 b. 28 c. No  
d. 26 e. Wednesday  
f. Thursday g. 23 h. 31

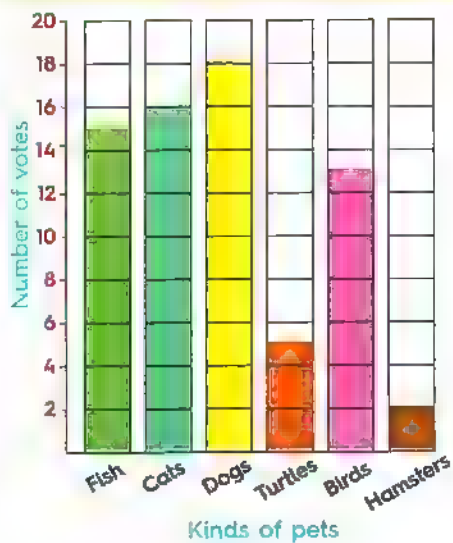
5

### Favorite vegetable



6

Favorite pet



1. a. >      b. >      c. <  
d. >      e. >      f. <
2. a. 16      b. 5      c. 17  
d. 31      e. 1      f. 13  
g. 20
3. a. ✗      b. ✓      c. ✗

# Answers of Chapter 2

## Exercise 5

- 1 a. 6 b. 14 c. 8 d. 10  
e. 20 f. 2 g. 16 h. 4  
i. 18 j. 12

- 2 a. 10, 11 b. 8, 9 c. 14, 15  
d. 18, 19 e. 12, 13 f. 16, 17  
g. 4, 5 h. 6, 7 i. 20, 21

- 3 a. 9 b. 12 c. 15 d. 21  
e. 17 f. 14 g. 13 h. 16  
i. 11 j. 15 k. 19 l. 16  
m. 10 n. 15 o. 11

- 4 a. 6 b. 2 c. 7 d. 8  
e. 8 f. 7 g. 5 h. 9  
i. 16 j. 4 k. 8 l. 14

- 5 a. ✓ b. ✗ c. ✗ d. ✓  
e. ✓ f. ✓ g. ✗ h. ✓

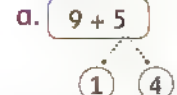
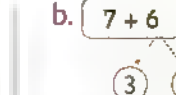
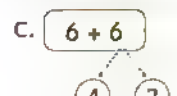
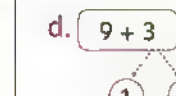
- 6 a. 14 b. 17 c. 14 d. 9  
e. 17 f. 5 g. 8

## Exercise 6

- 1 a. 14 b. 52 c. 85 d. 94  
e. 31 f. 29 g. 47 h. 60  
i. 77 j. 27 k. 49 l. 81  
m. 39 n. 90 o. 57 p. 73  
q. 86 r. 32

- 2 a. 68 b. 14 c. 28 d. 89  
e. 61 f. 77 g. 6 h. 39  
i. 41 j. 9 k. 27 l. 35  
m. 81 n. 52 o. 13 p. 10  
q. 44 r. 71

- 3 a. 6 b. 3 c. 9 d. 5  
e. 8 f. 4 g. 2 h. 1  
i. 7

- 4 a.  $9 + 5$   
  
 $10 + 4 = 14$
- b.  $7 + 6$   
  
 $10 + 3 = 13$
- c.  $6 + 6$   
  
 $10 + 2 = 12$
- d.  $9 + 3$   
  
 $10 + 2 = 12$

e.  $8 + 4$   
 $\begin{array}{c} \swarrow \quad \searrow \\ (2) \quad (2) \end{array}$

$10 + 2 = 12$

f.  $9 + 6$   
 $\begin{array}{c} \swarrow \quad \searrow \\ (1) \quad (5) \end{array}$

$10 + 5 = 15$

g.  $8 + 7$   
 $\begin{array}{c} \swarrow \quad \searrow \\ (2) \quad (5) \end{array}$

$10 + 5 = 15$

h.  $6 + 5$   
 $\begin{array}{c} \swarrow \quad \searrow \\ (4) \quad (1) \end{array}$

$10 + 1 = 11$

i.  $7 + 5$   
 $\begin{array}{c} \swarrow \quad \searrow \\ (3) \quad (2) \end{array}$

$10 + 2 = 12$

j.  $\begin{array}{r} 6 \\ + 8 \\ \hline 14 \end{array}$

k.  $\begin{array}{r} 8 \\ + 4 \\ \hline 12 \end{array}$

l.  $\begin{array}{r} 4 \\ + 9 \\ \hline 13 \end{array}$

5

- a. 7      b. 9      c. 8      d. 6  
 e. 9      f. 9      g. 8      h. 9  
 i. 5      j. 6      k. 8      l. 6  
 m. 5      n. 4      o. 9      p. 9  
 q. 9      r. 6      s. 4      t. 7

6

a.	$5 + 6$	$5 + \underline{5} = 10$	So, $5 + 6 = \underline{11}$
b.	$7 + 4$	$7 + \underline{3} = 10$	So, $7 + 4 = \underline{11}$
c.	$8 + 5$	$8 + \underline{2} = 10$	So, $8 + 5 = \underline{13}$
d.	$13 - 3$	$13 - \underline{3} = 10$	So, $13 - 3 = \underline{10}$
e.	$12 - 5$	$12 - \underline{2} = 10$	So, $12 - 5 = \underline{7}$
f.	$18 - 9$	$18 - \underline{8} = 10$	So, $18 - 9 = \underline{9}$

7

- a. 13      b. 34      c. 25      d. 9  
 e. 83      f. 15      g. 32      h. 15  
 i. 67      j. 33

### Exercise

7

- 1 Mariam has  $= 8 + 5 = 13$  books.  
 2 What Raja saw  $= 7 + 3 = 10$  ants  
 3 Ali has  $= 7 + 6 = 13$  marbles.  
 4 The number of crayons  
 $= 6 + 6 = 12$  crayons.  
 5 Mukhtar has  $= 6 + 8$   
 $= 14$  jelly beans.  
 6 They have  $= 9 + 8 = 17$  fish.

**7** They scored =  $7 + 5 = 12$  points.

**8** Heba has =  $7 + 9 = 16$  stickers

**9** What Miryam saw  
=  $8 + 4 = 12$  birds

**10** The number of flowers  
=  $7 + 7 = 14$  flowers.

**11** Tamer has =  $8 - 6 = 2$  pens.

**12** There are =  $12 - 9 = 3$  cars.

**13** Khadega has =  $15 - 6 = 9$  candies.

**14** The remained =  $11 - 7$   
= 4 oranges.

**15** There are =  $12 - 7 = 5$  people.

**16** Ahmed has =  $15 - 6 = 9$  rocks

**17** Rashida has =  $13 - 3 = 10$  oranges

**18** Salma has =  $18 - 10 = 8$  figs.

**19** Mustafa has =  $16 - 6 = 10$  candies

**20** There are =  $15 - 7 = 8$  birds.

## Exercise 8

**1**

a. 3	b. 4	c. 6	d. 7
e. 6	f. 9	g. 5	h. 7
i. 9	j. 4	k. 5	l. 6
m. 4	n. 9	o. 3	p. 9
q. 9	r. 11	s. 8	t. 9
u. 7	v. 8	w. 5	x. 7
y. 3	z. 7		

**2**

a. 5	b. 8	c. 2	d. 7
e. 6	f. 8	g. 3	h. 10
i. 4	j. 5	k. 8	l. 6
m. 7	n. 4	o. 8	

**3**

a. $\rightarrow 4$	b. $\rightarrow 9$
c. $\rightarrow 7$	d. $\rightarrow 6$
e. $\rightarrow 10$	f. $\rightarrow 8$

**4**

- a.  $3 + 13 = 16$  stars.  
b.  $20 - 11 = 9$  candies.  
c. The number of red fish  
 $13 - 9 = 4$  fish.

- d. The team scored  
 $= 19 - 13 = 6$  goals.
- e. The number of brown dogs  
 $= 12 - 3 = 9$  dogs.
- f. Ali bought  $= 14 - 6 = 8$  pens.
- g. The number of boys left  
 $= 20 - 14 = 6$  boys.
- h. The number of apples  
 $= 12 - 7 = 5$  apples.
- i. They ate  $= 14 - 7$   
 $= 7$  carrots.
- j. The price of the pen  
 $= 15 - 8 = 7$  pounds.

# Answers of Chapter 3

## Exercise 9

1

- a. 5, 500      b. 6, 600  
c. 8, 800      d. 7, 700  
e. 9, 900      f. 4, 400

2

a. 

H	T	O
6	8	5

 685

b. 

H	T	O
3	3	9

 339

c. 

H	T	O
3	5	0

 350

3

- b. 8      c. 100      d. 70  
e. 3      f. 90

4

- b. 100      c. 40      d. 8  
e. 6      f. 0

5

- b. Hundreds      c. Ones  
d. Hundreds      e. Tens  
f. Ones      g. Ones  
h. Tens      i. Hundreds  
j. Ones      k. Hundreds  
l. Tens

6




- b. 7      c. 700      d. 7  
e. 70      f. 7      g. 70  
h. 700      i. 70      j. 700  
k. 7      l. 70

7

- a. 10      b. 200      c. hundreds  
d. 0      e. ones      f. tens



8

b.

H	T	O
		
Value = 200	Value = 10	Value = 8

218



c.

H	T	O
		
Value = 400	Value = 90	Value = 0

490

d.

108

H	T	O
		
Value = 100	Value = 0	Value = 8

9

- a. ✓      b. X      c. X  
d. X      e. X

10

- b. 963      c. 867      d. 402

11

B	A	N	A	N	A
653	715	502	135	510	5

Exercise

10

1

- a. Three      b. Fifteen  
c. Eight      d. Seven  
e. Eleven      f. Twenty  
g. Twelve      h. Four  
i. One hundred      j. Five  
k. Seventeen      l. Eighteen  
m. Sixteen      n. Thirteen  
o. Six      p. Thirty  
q. Forty      r. Fifty  
s. Nine      t. Nineteen  
u. Seventy      v. Fourteen  
w. Sixty      x. Ten  
y. Ninety      z. Eighty

2

- a. 4 hundreds 0 tens 7 ones  
Expanded form :  $400 + 0 + 7$   
Standard form : 407  
Word form :  
Four hundred seven
- b. 3 hundreds 2 tens 5 ones  
Expanded form :  $300 + 20 + 5$   
Standard form : 325  
Word form :  
Three hundred twenty-five
- c. 2 hundreds 5 tens 3 ones  
Expanded form :  $200 + 50 + 3$   
Standard form : 253  
Word form :  
Two hundred fifty-three

3

$$\begin{aligned} 253 &= 200 + 50 + 3 \\ 638 &= 600 + 30 + 8 \\ 891 &= 800 + 90 + 1 \\ 572 &= 500 + 70 + 2 \\ 444 &= 400 + 40 + 4 \\ 706 &= 700 + 0 + 6 \end{aligned}$$

$$\begin{aligned} 596 &= 500 + 90 + 6 \\ 177 &= 100 + 70 + 7 \\ 219 &= 200 + 10 + 9 \\ 922 &= 900 + 20 + 2 \\ 340 &= 300 + 40 + 0 \\ 900 &= 900 + 0 + 0 \end{aligned}$$

4

$$\begin{aligned} 300 + 70 + 8 &= 378 \\ 700 + 40 + 7 &= 747 \\ 100 + 20 + 3 &= 123 \\ 800 + 10 + 9 &= 819 \\ 200 + 70 + 2 &= 272 \\ 600 + 30 &= 630 \\ 500 + 50 &= 550 \end{aligned}$$

$$\begin{aligned} 500 + 80 + 7 &= 587 \\ 200 + 30 + 5 &= 235 \\ 900 + 60 + 1 &= 961 \\ 400 + 50 + 6 &= 456 \\ 300 + 10 + 1 &= 311 \\ 800 + 80 + 8 &= 888 \\ 400 + 4 &= 404 \end{aligned}$$

**5**

- |        |        |        |
|--------|--------|--------|
| a. 435 | b. 671 | c. 850 |
| d. 724 | e. 398 | f. 917 |
| g. 506 | h. 269 | i. 948 |
| j. 733 | k. 350 | l. 606 |
| m. 204 | n. 870 |        |

**6**

- Seven hundred thirty-five
- Five hundred twenty-three
- Seven hundred one
- Eight hundred seventeen
- Two hundred eleven
- Five hundred seventy-nine
- Four hundred twelve
- Nine hundred fifty
- Six hundred fifty-eight
- Three hundred forty-two
- Eight hundred sixty-seven
- One hundred eighty
- Four hundred seventy-five
- Three hundred nine

**7**

- 242
- Six hundred seventy-five
- $700 + 70 + 7$
- 8 hundreds, 6 tens
- 4 hundreds, 2 tens, 8 ones
- Five hundred seventy
- 9 hundreds, 3 ones
- 116

## Exercise 11

**1**

- b. =                      c. >                      d. <

**2**

- |      |      |      |      |
|------|------|------|------|
| a. < | b. > | c. = | d. < |
| e. < | f. > | g. > | h. < |
| i. < | j. < | k. > | l. = |
| m. < | n. < | o. > | p. > |
| q. < | r. > |      |      |

**3**

- |      |      |      |      |
|------|------|------|------|
| a. < | b. = | c. < | d. > |
| e. < | f. > | g. < | h. = |
| i. < | j. < | k. < | l. < |
| m. < |      |      |      |

**4**

- |             |             |
|-------------|-------------|
| a. 873, 378 | b. 963, 369 |
| c. 752, 257 | d. 610, 106 |
| e. 750, 507 | f. 999      |
| g. 100      | h. 987      |
| i. 102      | j. 999      |
| k. 111      | l. 998      |
| m. 101      |             |

**5**

Answers may vary

- |        |        |
|--------|--------|
| a. 580 | b. 910 |
| c. 90  | d. 791 |
| e. 136 | f. 701 |



- |      |      |      |
|------|------|------|
| a. ✓ | b. X | c. X |
| d. ✓ | e. X | f. X |



- |        |        |        |
|--------|--------|--------|
| a. 379 | b. 375 | c. 823 |
| d. 740 | e. 138 | f. 760 |
| g. 432 |        |        |

## Exercise 12



- Order is : **2, 3, 8, 9, 17**
- Order is : **14, 32, 52, 57, 91**
- Order is : **4, 11, 17, 23, 156**
- Order is : **14, 24, 79, 177, 191**
- Order is : **323, 421, 452, 521, 574**
- Order is : **47, 99, 315, 371, 827**
- Order is : **15, 93, 517, 711, 733**
- Order is : **77, 700, 707, 770, 777**



- Order is : **33, 29, 23, 13, 4**
- Order is : **241, 38, 34, 28, 4**
- Order is : **779, 729, 207, 103, 24**
- Order is : **999, 990, 909, 900, 99**

e. Order is : **534, 456, 397, 374, 217**

f. Order is : **844, 572, 537, 522, 472**

g. Order is : **642, 624, 462, 426, 264**



- Order is : **700 + 50 + 2, Eight hundred fifteen, 850**
- Order is : **Seventy-five, 700 + 5, 715**
- Order is : **Four hundred sixteen, 461, 600 + 10 + 6**
- Order is : **299, 300 + 20 + 9, three hundred thirty-three**
- Order is : **Four hundred twenty-one, 427, 500 + 70 + 8**
- Order is : **127, one hundred forty-seven, 100 + 70 + 4**



- Order is : **900 + 3, 830, seven hundred eighty**
- Order is : **500 + 80 + 3, five hundred thirty-eight, 79**
- Order is : **600 + 20, 619, six hundred nine**
- Order is : **300 + 50 + 1, 350, three hundred fifteen**

e. Order is : **843** , eight hundred  
thirty-six ,  $800 + 30 + 4$

f. Order is : **Five hundred eleven**  
 ,  $400 + 80 + 1$  , **479**

---

**5**

The numbers are : **738** , **837** , **378** , **783**

Order is : **378** , **738** , **783** , **837**

(Answers may vary)

**6**

The numbers are : **534** , **435** , **543** , **453**

Order is : **543** , **534** , **453** , **435**

(Answers may vary)

# Answers of Chapter 4

## Exercise 13

- 1 a. 7      b. 7      c. 3      d. 4  
e. 5      f. 9

2

a.  $13 + 5$      $12 + 5$      $5 + 13$

b.  $4 + 16$      $16 + 4$      $15 + 4$

c.  $7 + 17$      $7 + 16$      $16 + 7$

d.  $13 + 3$      $13 + 2$      $2 + 13$

- 3 a. 13, 13      b. 10, 10  
c. 13, 13      d. 17, 17  
e. 19, 19      f. 19, 19

- 4 b.  $17 \rightarrow 9 + 8 = 17$   
c.  $18 \rightarrow 4 + 14 = 18$   
d.  $24 \rightarrow 15 + 9 = 24$   
e.  $24 \rightarrow 18 + 6 = 24$   
f.  $20 \rightarrow 8 + 12 = 20$

- 5 a. 72      b. 44      c. 81      d. 20  
e. 90      f. 59      g. 31      h. 53  
i. 98      j. 61

- 6 a. 45      b. 58      c. 68      d. 9  
e. 16      f. 29      g. 38      h. 77  
i. 78      j. 59

7

- a. 42      b. 80      c. 48      d. 35  
e. 44      f. 23      g. 37      h. 30  
i. 65      j. 72      k. 91      l. 56  
m. 37      n. 17      o. 27      p. 16  
q. 19      r. 6      s. 59      t. 27  
u. 14      v. 48      w. 38      x. 65

8

- a. ✗      b. ✓      c. ✗      d. ✓  
e. ✓      f. ✗      g. ✗      h. ✓  
i. ✗      j. ✓      k. ✗      l. ✗  
m. ✓      n. ✓

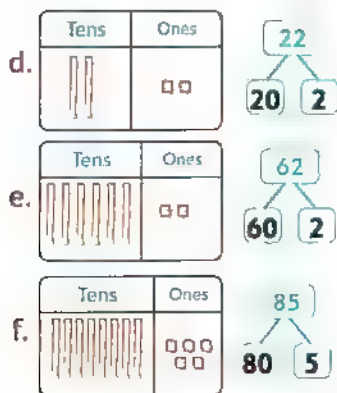
## Exercise 14

1

- a. 6      b. 50      c. 40      d. 3  
e. 20      f. 1      g. 70      h. 60  
i. 10      j. 50      k. 4      l. 1

2





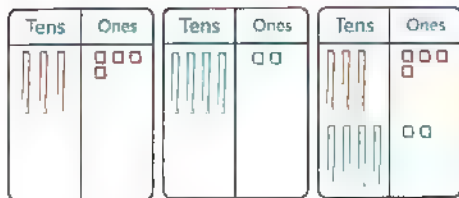
- 3 a. 42    b. 95    c. 76    d. 51  
e. 19    f. 38    g. 2    h. 30  
i. 80

- 4 a.  $\longrightarrow$  54    b.  $\longrightarrow$   $70 + 9$   
c.  $\longrightarrow$   $90 + 7$     d.  $\longrightarrow$  45  
e.  $\longrightarrow$  68

### Exercise 15

1

a.  $34 + 42 = 76$



- Add the ones  $4 + 2 = 6$
- Add the tens  $30 + 40 = 70$
- How many in all?  $70 + 6 = 76$   
So,  $34 + 42 = 76$

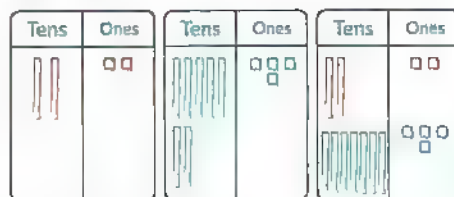
[ 22 ]

b.  $15 + 51 = 66$



- Add the ones  $5 + 1 = 6$
- Add the tens  $10 + 50 = 60$
- How many in all?  $60 + 6 = 66$   
So,  $15 + 51 = 66$

c.  $22 + 74 = 96$



- Add the ones  $2 + 4 = 6$
- Add the tens  $20 + 70 = 90$
- How many in all?  $90 + 6 = 96$   
So,  $22 + 74 = 96$

d.  $67 + 20 = 87$



- Add the ones  $7 + 0 = 7$
- Add the tens  $60 + 20 = 80$
- How many in all?  $80 + 7 = 87$   
So,  $67 + 20 = 87$

2

$$\text{a. } \begin{array}{c} 52 \\ \swarrow \searrow \\ 50 + 2 \end{array} + \begin{array}{c} 14 \\ \swarrow \searrow \\ 10 + 4 \end{array} = \begin{array}{c} 66 \\ \swarrow \searrow \\ 60 + 6 \end{array}$$

- Add the ones  $2 + 4 = 6$
  - Add the tens  $50 + 10 = 60$
  - How many in all?  $60 + 6 = 66$
- So,  $52 + 14 = 66$

$$\text{b. } \begin{array}{c} 31 \\ \swarrow \searrow \\ 30 + 1 \end{array} + \begin{array}{c} 43 \\ \swarrow \searrow \\ 40 + 3 \end{array} = \begin{array}{c} 74 \\ \swarrow \searrow \\ 70 + 4 \end{array}$$

- Add the ones  $1 + 3 = 4$
  - Add the tens  $30 + 40 = 70$
  - How many in all?  $70 + 4 = 74$
- So,  $31 + 43 = 74$

$$\text{c. } \begin{array}{c} 36 \\ \swarrow \searrow \\ 30 + 6 \end{array} + \begin{array}{c} 63 \\ \swarrow \searrow \\ 60 + 3 \end{array} = \begin{array}{c} 99 \\ \swarrow \searrow \\ 90 + 9 \end{array}$$

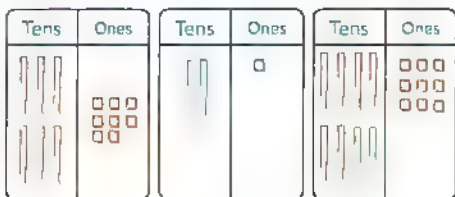
- Add the ones  $6 + 3 = 9$
  - Add the tens  $30 + 60 = 90$
  - How many in all?  $90 + 9 = 99$
- So,  $36 + 63 = 99$

$$\text{d. } \begin{array}{c} 24 \\ \swarrow \searrow \\ 20 + 4 \end{array} + \begin{array}{c} 11 \\ \swarrow \searrow \\ 10 + 1 \end{array} = \begin{array}{c} 35 \\ \swarrow \searrow \\ 30 + 5 \end{array}$$

- Add the ones  $4 + 1 = 5$
  - Add the tens  $20 + 10 = 30$
  - How many in all?  $30 + 5 = 35$
- So,  $24 + 11 = 35$

3

$$\text{a. } 68 + 21 = 89$$



$$\text{b. } \begin{array}{c} 41 \\ \swarrow \searrow \\ 40 + 1 \end{array} + \begin{array}{c} 56 \\ \swarrow \searrow \\ 50 + 6 \end{array} = \begin{array}{c} 97 \\ \swarrow \searrow \\ 90 + 7 \end{array}$$

- c. What Aisha found =  $62 + 26$   
 = 88 bugs.  
 (Use any strategy)

- d. What Layla has =  $54 + 44$   
 = 98 stickers.  
 (Use any strategy)

4

- a. 86    b. 39    c. 47    d. 87  
e. 87    f. 93

5

- a. 68    b. 29    c. 95    d. 89  
e. 91    f. 58    g. 48    h. 29  
i. 87    j. 78

## Exercise 16

1

a.  $49 - 32 = 17$

Tens	Ones	Tens	Ones

- Subtract the ones  $9 - 2 = 7$
  - Subtract the tens  $40 - 30 = 10$
  - How many in all?  $10 + 7 = 17$
- So,  $49 - 32 = 17$

b.  $87 - 55 = 32$

Tens	Ones	Tens	Ones

- Subtract the ones  $7 - 5 = 2$
  - Subtract the tens  $80 - 50 = 30$
  - How many in all?  $30 + 2 = 32$
- So,  $87 - 55 = 32$

c.  $76 - 34 = 42$

Tens	Ones	Tens	Ones

- Subtract the ones  $6 - 4 = 2$
  - Subtract the tens  $70 - 30 = 40$
  - How many in all?  $40 + 2 = 42$
- So,  $76 - 34 = 42$

d.  $35 - 20 = 15$

Tens	Ones	Tens	Ones

- Subtract the ones  $5 - 0 = 5$
  - Subtract the tens  $30 - 20 = 10$
  - How many in all?  $10 + 5 = 15$
- So,  $35 - 20 = 15$

2

$$\begin{array}{r} \text{a. } 94 - 52 = 42 \\ \begin{array}{|c|c|} \hline 90 & 4 \\ \hline \end{array} - \begin{array}{|c|c|} \hline 50 & 2 \\ \hline \end{array} = \begin{array}{|c|c|} \hline 40 & 2 \\ \hline \end{array} \end{array}$$

- Subtract the ones  $4 - 2 = 2$
- Subtract the tens  $90 - 50 = 40$
- How many in all?  $40 + 2 = 42$   
So,  $94 - 52 = 42$

$$\begin{array}{r} \text{b. } 86 - 33 = 53 \\ \begin{array}{|c|c|} \hline 80 & 6 \\ \hline \end{array} - \begin{array}{|c|c|} \hline 30 & 3 \\ \hline \end{array} = \begin{array}{|c|c|} \hline 50 & 3 \\ \hline \end{array} \end{array}$$

- Subtract the ones  $6 - 3 = 3$
- Subtract the tens  $80 - 30 = 50$
- How many in all?  $50 + 3 = 53$   
So,  $86 - 33 = 53$

$$\begin{array}{r} \text{c. } 77 - 16 = 61 \\ \begin{array}{|c|c|} \hline 70 & 7 \\ \hline \end{array} - \begin{array}{|c|c|} \hline 10 & 6 \\ \hline \end{array} = \begin{array}{|c|c|} \hline 60 & 1 \\ \hline \end{array} \end{array}$$

- Subtract the ones  $7 - 6 = 1$
- Subtract the tens  $70 - 10 = 60$
- How many in all?  $60 + 1 = 61$   
So,  $77 - 16 = 61$

$$\begin{array}{r} \text{d. } 42 - 20 = 22 \\ \begin{array}{|c|c|} \hline 40 & 2 \\ \hline \end{array} - \begin{array}{|c|c|} \hline 20 & 0 \\ \hline \end{array} = \begin{array}{|c|c|} \hline 20 & 2 \\ \hline \end{array} \end{array}$$

- Subtract the ones  $2 - 0 = 2$
- Subtract the tens  $40 - 20 = 20$
- How many in all?  $20 + 2 = 22$   
So,  $42 - 20 = 22$

3

$$\text{a. } 59 - 16 = 43$$

Tens	Ones	Tens	Ones
			

$$\begin{array}{r} \text{b. } 26 - 13 = 13 \\ \begin{array}{|c|c|} \hline 20 & 6 \\ \hline \end{array} - \begin{array}{|c|c|} \hline 10 & 3 \\ \hline \end{array} = \begin{array}{|c|c|} \hline 10 & 3 \\ \hline \end{array} \end{array}$$

- c. The left with Samir  
=  $65 - 24 = 41$  coins.  
(Use any strategy)

- d. What Karim has more than  
Karma =  $38 - 23 = 15$  marbles.  
(Use any strategy)

**4**

- a. 65      b. 4      c. 10      d. 11  
e. 32      f. 55

**5**

- a. 41      b. 91      c. 10      d. 54  
e. 24      f. 31      g. 24      h. 7  
i. 28      j. 20

## Exercise 17

**1**

- a. 30      b. 70      c. 80      d. 90  
e. 10      f. 60      g. 40      h. 40  
i. 60      j. 10

**2**

a. **Think:**

$$\begin{array}{r} 37 \\ + 22 \\ \hline \end{array} \quad \begin{array}{r} 40 \\ + 20 \\ \hline 60 \end{array}$$

37 + 22 is about 60

b.

**Think:**

$$\begin{array}{r} 73 \\ - 21 \\ \hline \end{array} \quad \begin{array}{r} 70 \\ - 20 \\ \hline 50 \end{array}$$

73 - 21 is about 50

c.

**Think:**

$$\begin{array}{r} 58 \\ + 27 \\ \hline \end{array} \quad \begin{array}{r} 60 \\ + 30 \\ \hline 90 \end{array}$$

58 + 27 is about 90

d.

**Think:**

$$\begin{array}{r} 68 \\ - 21 \\ \hline \end{array} \quad \begin{array}{r} 70 \\ - 20 \\ \hline 50 \end{array}$$

68 - 21 is about 50

e.

**Think:**

$$\begin{array}{r} 18 \\ + 42 \\ \hline \end{array} \quad \begin{array}{r} 20 \\ + 40 \\ \hline 60 \end{array}$$

18 + 42 is about 60

f.

**Think:**

$$\begin{array}{r} 49 \\ - 28 \\ \hline \end{array} \quad \begin{array}{r} 50 \\ - 30 \\ \hline 20 \end{array}$$

49 - 28 is about 20

**3**

a.

**Think:**

$$\begin{array}{r} 43 \\ + 42 \\ \hline \end{array} \quad \begin{array}{r} 40 \\ + 40 \\ \hline 80 \end{array}$$

43 + 42 is about 80

b. **Think:**

$$\begin{array}{r} 49 \\ - 27 \\ \hline \end{array} \quad \begin{array}{r} \boxed{40} \\ - \boxed{20} \\ \hline \boxed{20} \end{array}$$

49 - 27 is about 20

 c. **Think:**

$$\begin{array}{r} 23 \\ + 58 \\ \hline \end{array} \quad \begin{array}{r} \boxed{20} \\ + \boxed{50} \\ \hline \boxed{70} \end{array}$$

23 + 58 is about 70

 d. **Think:**

$$\begin{array}{r} 51 \\ - 24 \\ \hline \end{array} \quad \begin{array}{r} \boxed{50} \\ - \boxed{20} \\ \hline \boxed{30} \end{array}$$

51 - 24 is about 30

 e. **Think:**

$$\begin{array}{r} 53 \\ - 21 \\ \hline \end{array} \quad \begin{array}{r} \boxed{50} \\ - \boxed{20} \\ \hline \boxed{30} \end{array}$$

53 - 21 is about 30

 f. **Think:**

$$\begin{array}{r} 67 \\ + 25 \\ \hline \end{array} \quad \begin{array}{r} \boxed{60} \\ + \boxed{20} \\ \hline \boxed{80} \end{array}$$

67 + 25 is about 80

4

a. 
$$\begin{array}{r} 34 \longrightarrow 30 \\ + 23 \longrightarrow + 20 \\ \hline 50 \end{array}$$

The books sold on the two days are about 50

b. 
$$\begin{array}{r} 64 \longrightarrow 60 \\ - 32 \longrightarrow - 30 \\ \hline 30 \end{array}$$

There are about 30 minutes on his train ride.

# Exercise 18

1

a. 
$$\begin{array}{r} \boxed{62} \\ \swarrow \downarrow \\ \boxed{60} + \boxed{2} \end{array} + \begin{array}{r} \boxed{11} \\ \swarrow \downarrow \\ \boxed{10} + \boxed{1} \end{array}$$

Write your estimation

My estimation is

- Add the ones  $2 + 1 = 3$
- Add the tens  $60 + 10 = 70$
- Find the actual sum  $70 + 3 = 73$

Choose My estimation is :

Accepted Not accepted

Decide according to your estimation

b. 
$$\begin{array}{r} \boxed{26} \\ \swarrow \downarrow \\ \boxed{20} + \boxed{6} \end{array} + \begin{array}{r} \boxed{57} \\ \swarrow \downarrow \\ \boxed{50} + \boxed{7} \end{array}$$

Write your estimation

My estimation is

- Add the ones  $6 + 7 = 13$
- Add the tens  $20 + 50 = 70$
- Find the actual sum  $70 + 13 = 83$

Choose My estimation is :

Accepted Not accepted

Decide according to your estimation

c.  $\begin{array}{r} 47 \\ 40 + 7 \end{array} + \begin{array}{r} 24 \\ 20 + 4 \end{array}$  Write your estimation  
My estimation is \_\_\_\_\_

- Add the ones  $7 + 4 = 11$
- Add the tens  $40 + 20 = 60$
- Find the actual sum  $11 + 60 = 71$

**Choose** My estimation is :

Accepted Not accepted

**Decide according to your estimation**

d.  $\begin{array}{r} 42 \\ 40 + 2 \end{array} + \begin{array}{r} 22 \\ 20 + 2 \end{array}$  Write your estimation  
My estimation is \_\_\_\_\_

- Add the ones  $2 + 2 = 4$
- Add the tens  $40 + 20 = 60$
- Find the actual sum  $60 + 4 = 64$

**Choose** My estimation is :

Accepted Not accepted

**Decide according to your estimation**

e.  $\begin{array}{r} 35 \\ 30 + 5 \end{array} + \begin{array}{r} 59 \\ 50 + 9 \end{array}$  Write your estimation  
My estimation is \_\_\_\_\_

- Add the ones  $5 + 9 = 14$
- Add the tens  $30 + 50 = 80$
- Find the actual sum  $80 + 14 = 94$

**Choose** My estimation is :

Accepted Not accepted

**Decide according to your estimation**

f.  $\begin{array}{r} 28 \\ 20 + 8 \end{array} + \begin{array}{r} 36 \\ 30 + 6 \end{array}$  Write your estimation  
My estimation is \_\_\_\_\_

- Add the ones  $8 + 6 = 14$
- Add the tens  $20 + 30 = 50$
- Find the actual sum  $50 + 14 = 64$

**Choose** My estimation is :

Accepted Not accepted

**Decide according to your estimation**

g.  $\begin{array}{r} 51 \\ 50 + 1 \end{array} + \begin{array}{r} 42 \\ 40 + 2 \end{array}$  Write your estimation  
My estimation is \_\_\_\_\_

- Add the ones  $1 + 2 = 3$
- Add the tens  $50 + 40 = 90$
- Find the actual sum  $90 + 3 = 93$

**Choose** My estimation is :

Accepted Not accepted

**Decide according to your estimation**

h.  $\begin{array}{r} 39 \\ 30 + 9 \end{array} + \begin{array}{r} 21 \\ 20 + 1 \end{array}$  Write your estimation  
My estimation is \_\_\_\_\_

- Add the ones  $9 + 1 = 10$
- Add the tens  $30 + 20 = 50$
- Find the actual sum  $50 + 10 = 60$

**Choose** My estimation is :

Accepted Not accepted

**Decide according to your estimation**

i.  $\begin{array}{c} 17 \\ \hline 10 + 7 \end{array} + \begin{array}{c} 22 \\ \hline 20 + 2 \end{array}$  Write your estimation

My estimation is       

- Add the ones  $7 + 2 = 9$
- Add the tens  $10 + 20 = 30$
- Find the actual sum  $30 + 9 = 39$

**Choose** My estimation is :

Accepted Not accepted

**Decide according to your estimation**

j.  $\begin{array}{c} 11 \\ \hline 10 + 1 \end{array} + \begin{array}{c} 31 \\ \hline 30 + 1 \end{array}$  Write your estimation

My estimation is       

- Add the ones  $1 + 1 = 2$
- Add the tens  $10 + 30 = 40$
- Find the actual sum  $40 + 2 = 42$

**Choose** My estimation is :

Accepted Not accepted

**Decide according to your estimation**

**2**

a.  $31 + 22$  Write your estimation

Estimation =       

Actual sum = **53**

Accepted Not accepted

**Decide according to your estimation**

b.  $48 + 37$  Write your estimation

Estimation =       

Actual sum = **85**

Accepted Not accepted

**Decide according to your estimation**

c.  $57 + 19$  Write your estimation

Estimation =       

Actual sum = **76**

Accepted Not accepted

**Decide according to your estimation**

d.  $19 + 71$  Write your estimation

Estimation =       

Actual sum = **90**

Accepted Not accepted

**Decide according to your estimation**

**Exercise 19**

**1**

Add  $34 + 8$

a.

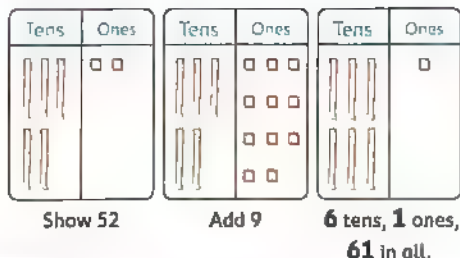
Tens	Ones	Tens	Ones	Tens	Ones

Show 34

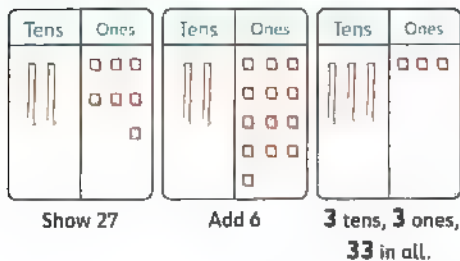
Add 8

**4 tens, 2 ones,**  
**42 in all.**

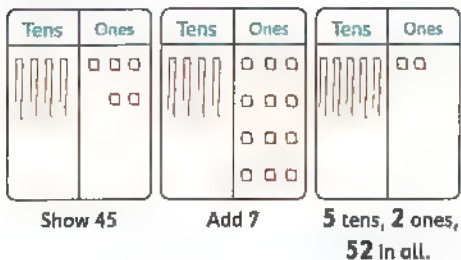
b. Add  $52 + 9$



c. Add  $27 + 6$

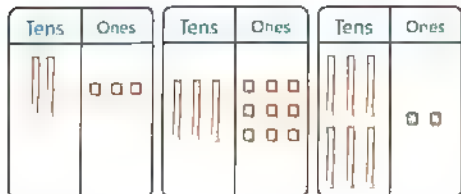


d. Add  $45 + 7$

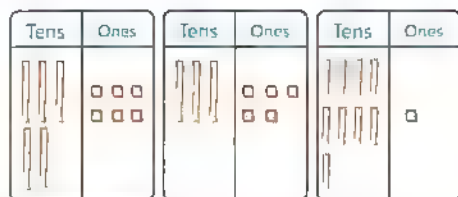


2

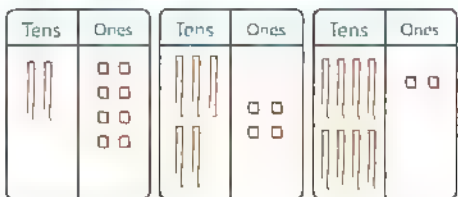
a.  $23 + 39 = 62$



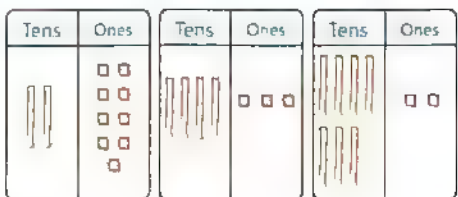
b.  $56 + 35 = 91$



c.  $28 + 54 = 82$



d.  $29 + 43 = 72$



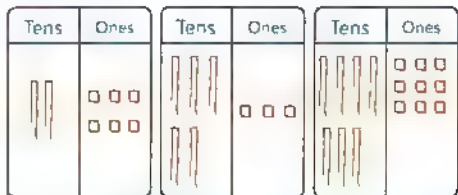
3

b. No, 27      c. Yes, 24      d. No, 78

e. Yes, 71      f. Yes, 82      g. No, 87

4

a.  $26 + 53 = 79$



Choose: With regrouping

Without regrouping

b.  $49 + 12 = 61$

Tens	Ones	Tens	Ones	Tens	Ones

 Choose : ☒ With regrouping ☐ Without regrouping

c.  $37 + 23 = 60$

Tens	Ones	Tens	Ones	Tens	Ones

 Choose : ☒ With regrouping ☐ Without regrouping

5

- a. 41    b. 27    c. 52    d. 33  
 e. 46    f. 58    g. 55    h. 90  
 i. 84    j. 42    k. 93    l. 94  
 m. 71    n. 70    o. 58    p. 75  
 q. 63    r. 90    s. 82    t. 65  
 u. 93    v. 37    w. 93    x. 80  
 y. 91

6

- a. 46    b. 36    c. 32    d. 37  
 e. 80    f. 67    g. 54    h. 63  
 i. 71    j. 78    k. 80    l. 47  
 m. 51    n. 84    o. 80    p. 82  
 q. 77    r. 61    s. 83    t. 98  
 u. 71    v. 89    w. 81    x. 73

7

- a. X    b. ✓    c. X    d. ✓  
 e. ✓    f. X    g. ✓    h. ✓

## Exercise 20

1

- a.  $13 + 31 = 44$ ,  $19 + 25 = 44$   
 $44 + 44 = 88$   
 b.  $38 + 9 = 47$ ,  $15 + 36 = 51$   
 $47 + 51 = 98$

2

- a.  $13 + 17 = 30$ ,  $22 + 29 = 51$   
 $30 + 51 = 81$   
 b.  $9 + 27 = 36$ ,  $15 + 36 = 51$   
 $36 + 51 = 87$   
 c.  $48 + 12 = 60$ ,  $7 + 15 = 22$   
 $60 + 22 = 82$   
 d.  $57 + 5 = 62$ ,  $19 + 17 = 36$   
 $62 + 36 = 98$   
 e.  $23 + 17 = 40$ ,  $12 + 36 = 48$   
 $40 + 48 = 88$   
 f.  $23 + 18 = 41$ ,  $31 + 9 = 40$   
 $41 + 40 = 81$   
 g.  $17 + 18 = 35$ ,  $19 + 16 = 35$   
 $35 + 35 = 70$   
 h.  $22 + 19 = 41$ ,  $18 + 14 = 32$   
 $41 + 32 = 73$

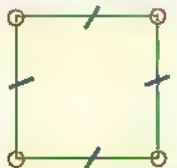


## 21

1

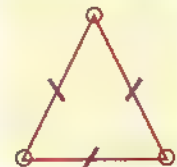
a.

4 sides  
4 vertices



b.

3 sides  
3 vertices



C.

4 sides  
4 vertices



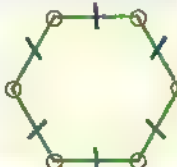
d.

no sides  
no vertices



e.

6 sides  
6 vertices



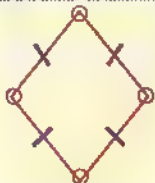
f.

**4** sides  
**4** vertices



g.

4 sides  
4 vertices

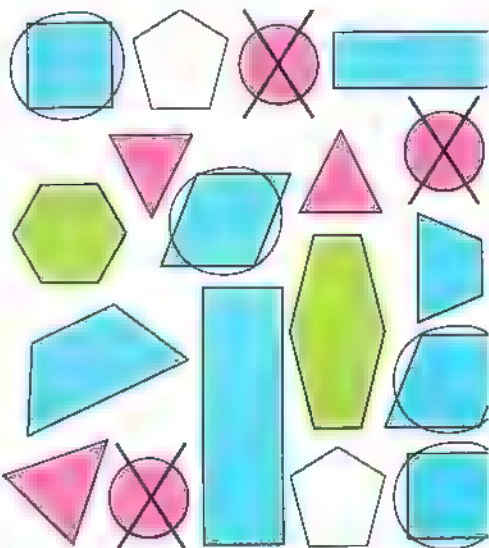


## h.

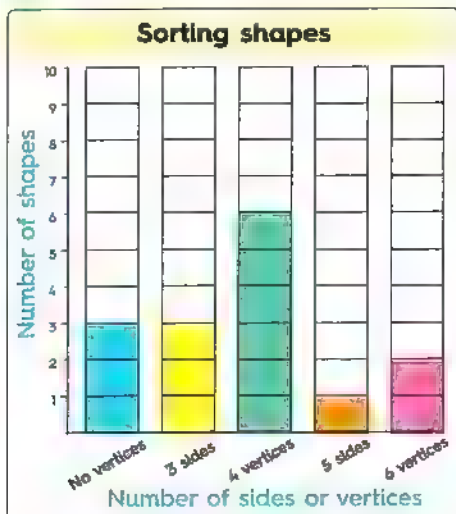
5 sides  
5 vertices



2

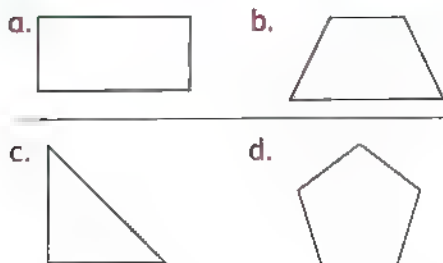


3



- a. 3 sides                      b. 4 vertices  
c. 4                              d. 6

4



5

- a. 4, 4                      b. triangle  
c. pentagon              d. hexagon  
e. circle  
f. square, rectangle, rhombus, trapezoid

6

- a. X                      b. ✓                      c. X  
d. ✓                      e. X

7

- a. → 4 sides  
b. → 6 sides  
c. → 5 sides  
d. → 3 sides  
e. → 0 sides

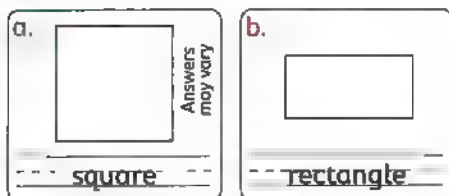
## Exercise

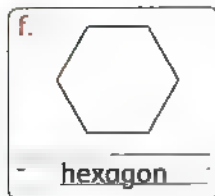
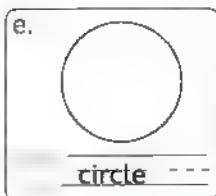
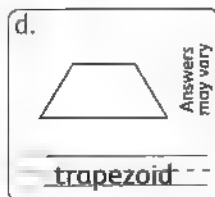
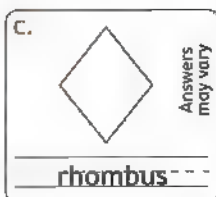
22

1

- a. → Square  
b. → Pentagon  
c. → Hexagon  
d. → Rectangle  
e. → Circle

2





3

Draw by yourself.

### Exercise 23

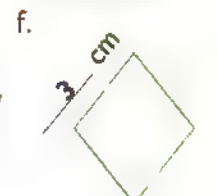
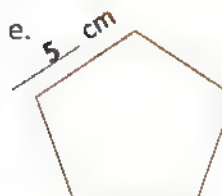
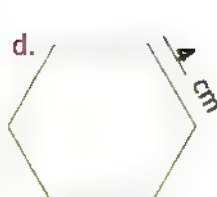
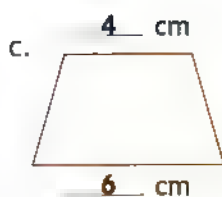
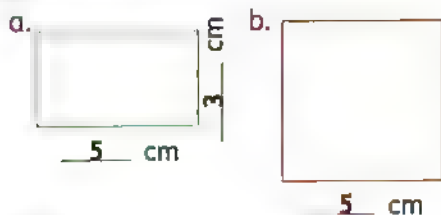
1

- a. 15      b. 4      c. 8      d. 10  
 e. 3      f. 7      g. 5      h. 4  
 i. 7      j. 17      k. 3      l. 13  
 m. 8      n. 6

2

- a. 12 cm      b. 4 cm      c. 18 cm  
 d. 25 cm      e. 15 cm

3



4

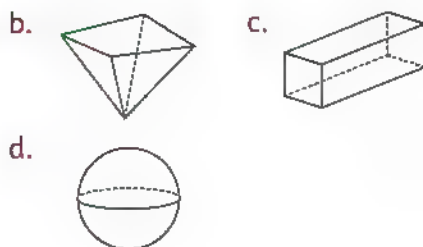
- a. 3      b. 5      c. 3      d. 2  
 e. 4      f. 2      g. 6      h. 4  
 i. 2

### Exercise 24

1

- a. Sphere, 0, 0, 0  
 b. Cube, 8, 6, 12  
 c. Cylinder, 0, 2, 0  
 d. Rectangular prism, 8, 6, 12  
 e. Square-based pyramid, 5, 5, 8

2



3

a.



Rectangular  
prism

b.



Sphere

c.



Cylinder

4

b.



c.



d.



e.



f.



,



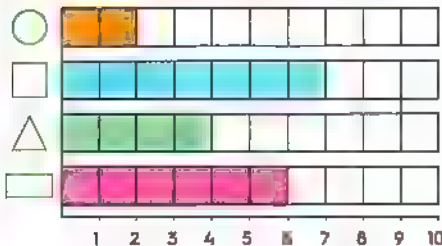
5

- |      |      |      |
|------|------|------|
| a. 1 | b. 2 | c. 1 |
| d. 1 | e. 2 | f. 2 |
| g. 1 | h. 1 | i. 2 |
| j. 2 |      |      |

6



Number of plane shapes found in solids



(Considering all faces of the cuboid are rectangles)

- a. 2 circles , 7 squares  
4 rectangles , 4 triangles
- b. Square                      c. Circle

7

- a. 5                                      b. Cuboid
- c. cylinder                          d. =
- e. Sphere                            f. cube
- g. Cylinder
- h. square-based pyramid

8

- a. 12                                      b. 2
- c. square-based pyramid
- d. 12 , 8 , 6                          e. Sphere
- f. square                                g. cube, cuboid
- h. 0

# Answers of Chapter 6

## Exercise 25

1

- |              |              |
|--------------|--------------|
| a. grams     | b. kilograms |
| c. kilograms | d. grams     |
| e. grams     | f. kilograms |
| g. kilograms | h. grams     |
| i. kilograms | j. grams     |

2

- |                           |                  |
|---------------------------|------------------|
| a. 1 gram                 | b. 5 kilograms   |
| c. $\frac{1}{2}$ kilogram | d. 1 gram        |
| e. 1 kilogram             | f. 10 kilograms  |
| g. 1 kilogram             | h. 2 grams       |
| i. 15 kilograms           | j. 100 kilograms |

3

- |          |      |       |
|----------|------|-------|
| b. 10 kg | 5 kg | 1 gm  |
| ③        | ②    | ①     |
| c. 1 gm  | 5 kg | 10 kg |
| ①        | ②    | ③     |
| d. 10 kg | 1 gm | 5 kg  |
| ③        | ①    | ②     |

## Exercise 26

- 1 The weight of the bikes  
 $= 12 + 9 = 21$  kg

- 2 What Mostafa has  
 $= 19 + 7 = 26$  kg

- 3 The weight of the pets  
 $= 10 + 5 = 15$  kg

- 4 They weigh all together  
 $= 12$  kg +  $27$  kg =  $39$  kg

- 5 Number of grams left  
 $= 78 - 19 = 59$  gm

- 6 The weight of the balls  
 $= 100 + 100 = 200$  gm

- 7 The weight of the sand  
 $= 65 + 26 = 91$  gm

- 8 Number of grams left  
 $= 80 - 20 = 60$  gm

- 9 What he has in all  
 $= 37$  kg +  $53$  kg =  $90$  kg

- 10 The left =  $86$  gm -  $23$  gm  
 $= 63$  gm

- 11 The left =  $30$  kg -  $4$  kg =  $26$  kg

- 12 The left =  $15$  kg -  $9$  kg =  $6$  kg

- 13 The weight of the bag and  
the notebook =  $100$  gm +  $90$  gm  
 $= 190$  gm

- 14 The total weight of salt and  
pepper =  $52$  gm +  $25$  gm =  $77$  gm

**15** The weight of marbles in all

$$= 6 \text{ kg} + 7 \text{ kg} + 8 \text{ kg} + 4 \text{ kg}$$

$$= 13 \text{ kg} + 12 \text{ kg} = 25 \text{ kg}$$

**16** What Heba has =  $4 + 5 = 9 \text{ kg}$

What her sister has

$$= 6 + 5 = 11 \text{ kg}$$

What they have from the  
seashells together





$$= 9 + 11 = 20 \text{ kg}$$

### Exercise 27










**1**

- b. 8                      c. 6                      d. 1  
e. 10                    f. 11                    g. 4  
h. 12




**2**

- a.       b.   
c.       d. 

**3**

- a.       b.       c.   
d.       e.       f.   
g.       h.       i. 

**4**

- a.       b.       c. 

d.



e.



f.



g.



h.



i.















**5**

- a. A.M.                      b. P.M.  
c. A.M.                      d. P.M.  
e. P.M.                      f. A.M.  
g. P.M.                      h. P.M.

### Exercise 28

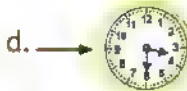
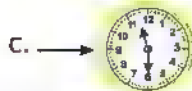
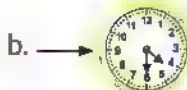
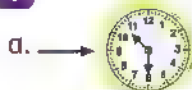
**1**

- a.       b.       c.   
d.       e.       f.   
g.       h.       i.   
j.       k.       l. 

**2**

- a. 5 o'clock                      b. Half past 8  
c. 6 o'clock                      d. Half past 6  
e. 10 o'clock                      f. Half past 7  
g. Half past 2                      h. Half past 4  
i. Half past 11                      j. Half past 3  
k. 8 o'clock                      l. Half past 9  
m. 4 o'clock                      n. Half past 10  
o. Half past 5

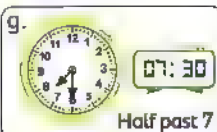
3



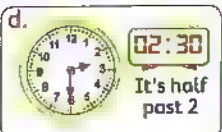
f.



4



5



6

a. X

b. ✓

c. ✓

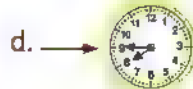
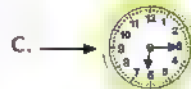
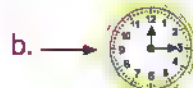
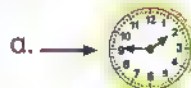
d. X

e. X

f. ✓

## Exercise 29

1



2



3

a. → Quarter past 5

b. → Quarter to 2

c. → Quarter to 12

d. → Half past 9

e. → Quarter after 3

f. → 9 o'clock

- g. → Quarter past 9  
 h. → Half past 8  
 i. → Quarter to 3  
 j. → Quarter to 7

4

b. Quarter past 10



10:15

c. Quarter to 9



08:45

d. Quarter past 9



09:15

e. Quarter after 7



07:15

f. Quarter after 3



03:15

g. Quarter to 2



01:45

h. Quarter past 12



12:15

5

b. 09:30 c. 11:00 d. 01:45

Half past 9 11 o'clock Quarter to 2

e. 07:30 f. 03:00 g. 04:15

Half past 7 3 o'clock Quarter past 4

h. 12:45 i. 03:45 j. 10:45

Quarter to 1 Quarter to 4 Quarter to 11

k. 12:00 l. 05:30

12 o'clock Half past 5

# ANSWERS

## of Step by Step Revision

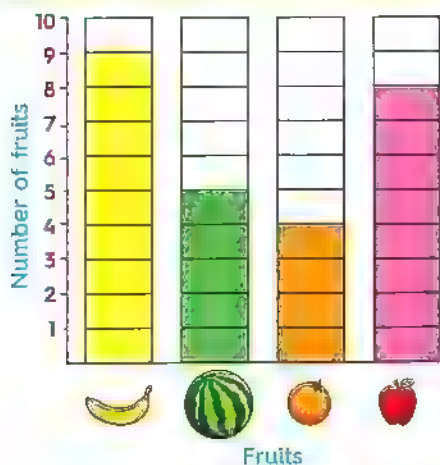


# Answers of Worksheets

Sheet

1

## 1 Fruits in the picture



2

a.  $8 > 4$

b.  $6 < 7$

Sheet

2

## 1 Favorite snacks



• Potato, Pizza, Burger, Hotdog.

2

a. Tea

b. 3

c. 8

d. 18

Sheet

3

1

a. 70

b. 70

c. Lion

d. 50

2

a. 8

b. Brown

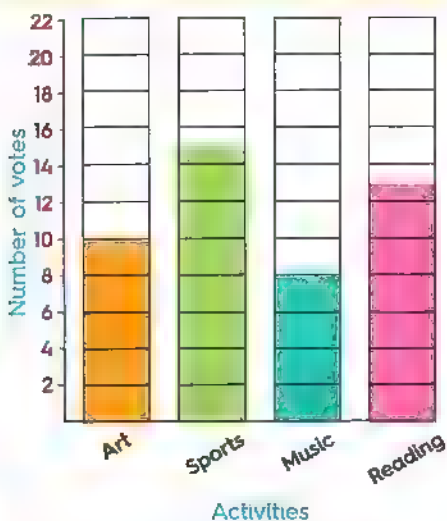
c. 8

Sheet

4

1

## Favorite activities



a. >

b. <

c. >

2

a. X

b. ✓

c. ✓

d. ✓

**Assessment - Chapter 1**

1. 2

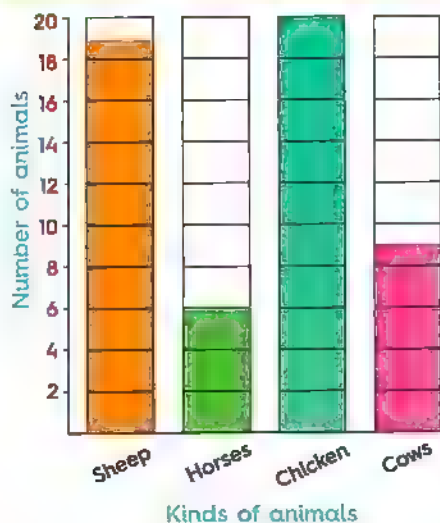
2. Guitar

3. 12

4. 9

5.

**Animals in a farm**



1. a. <      b. >      c. >

2. a. 20      b. 3      c. 39

**Sheet**

**5**

1.

a. 9      b. 18      c. 17      d. 15

2.

a. 10      b. 6      c. 3      d. 10

3.

a. 14      b. 21      c. 18      d. 9  
e. 13

4.

a.  $10 > 8$       b.  $2 < 4$

**Sheet**

**6**

1.

a.

$$9 + 3$$

①

②

$$9 + 1 = 10 \text{ and } 10 + 2 = 12$$

$$\text{So, } 9 + 3 = 12$$

b.

$$15 - 8$$

⑤

③

$$15 - 5 = 10 \text{ and } 10 - 3 = 7$$

$$\text{So, } 15 - 8 = 7$$

2.

a. 79      b. 23      c. 20      d. 19  
e. 27      f. 23      g. 5      h. 25  
i. 50      j. 70      k. 89      l. 48

3.

a. 13      b. 14



- a. 5                      b. 5



- a. 24      b. 48      c. 49      d. 8  
e. 25      f. 9

**Sheet**



- a. 44                      b. 56  
c. subtract              d. X

- 2** The number of bugs =  $7 + 4$   
= 11 bugs.

- 3** The number of children  
=  $18 - 9 = 9$  children.



- a. 9      b. 15      c. 7      d. 15

**Sheet**

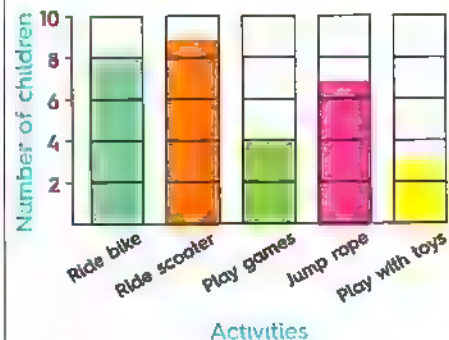


- a. 4      b. 7      c. 6      d. 6  
e. 4      f. 9

- 2** The number of absent students  
=  $20 - 17 = 3$  students.

- 3** Ali found =  $15 - 10 = 5$  lady bugs.

**4 Favorite outside activities**



- a. Play with toys                      b. 9

**Assessment - Chapter 2**



- a. 15                      b. 24                      c. 10  
d. 63                      e. 5                      f. 12



- a. 6      b. 6      c. 8      d. 10



- a. 14      b. 8      c. 63      d. 48

- 4** The number of books =  $14 + 6$   
= 20 books.

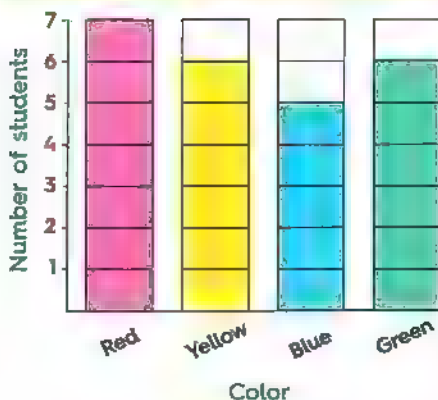
- 5** The number of toys =  $12 - 3$   
= 9 toys.

# **Accumulative Assessment**

Till chapter 2

**1**

**Favorite color**



- a. 5      b. 13      c. Red      d. 2

**2**

- a. =      b. 88      c. 8      d. 4  
e. 6      f. 17      g. 7

- 3** The price =  $12 - 7 = 5$  pounds.

## **Sheet 9**

**1**

- a. 30      b. 30      c. 300      d. 3

**2**

- a. 0      b. hundreds      c. 22  
d. 8      e. 9      f. 15  
g. 3, 6      h. 200

- 3** 620

- 4** The number of children  
=  $15 + 3 = 18$  children.

**5**

**Favorite juice**

Flavor	Number
Grapes	16
Orange	18
Strawberry	9
Mango	11
Pineapple	13

## **Sheet 10**

**1**

- a.  $700 + 80 + 2$       b. 304  
c. 964      d. 9  
e. 10      f. 600  
g. two hundred forty-five.

**2**

- a.  $\longrightarrow$  fifty      b.  $\longrightarrow$  ten  
c.  $\longrightarrow$  thirty      d.  $\longrightarrow$  six

**3**

- a. 871      b. 704      c.  $3 + 12$

# Sheet 11

1

- a. <      b. >      c. <      d. >

2

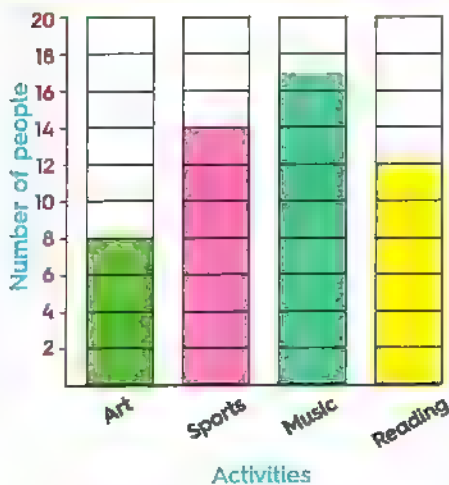
- a. 413      b. >      c. <      d. 28

3

- (265), 365, (300), 400

4

## Favorite activities



- a. 25      b. Music

# Sheet 12

1

- Order is : 300, 250, 90, 77

2

- Order is : 236, 263, 752, 760

3

- Order is :  $100 + 70 + 8$ , one hundred eighty-seven, 538

4

- a. >      b. 98      c. 17      d. 30  
e. 9      f. 246

## Assessment - Chapter 3

1

- a. 700      b. 314  
c.  $800 + 50 + 1$       d. >  
e. <      f. 11

2

- a. Seventy      b. Eight  
c. Three hundred twenty-one  
d. Nine hundred three

3

- a. Order is : 52, 99, 240, 245, 341  
b. Order is : Seven hundred eighty, 751,  $500 + 70 + 1$

## Accumulative Assessment

Till chapter 3

1

- a. 19      b. 17      c. 8      d. 23

2

- a. <      b. >      c. <      d. <

3

- a. 30                      b. 3  
c.  $800 + 40$             d. 8  
e. seven hundred thirty-one

4

The remained =  $14 - 5 = 9$  L.E.

5

- a. 9                      b. 4                      c. 11

Sheet 13

1

- a. 28                      b. 22                      c. 48

2

- a. 69                      b. 46                      c. 15

3

- a. 13, 20                      b. 53, 63  
c. hundreds                      d. 400, 60, 2

4

- a. 17                      b. >                      c. 116                      d. 18

5 Order is : 970, seven hundred nineteen, 709

Sheet 14

1

- a. 4                      b. 98                      c. 60                      d. 11  
e. six hundred twenty-five  
f. 30

2

What Islam has now =  $20 - 6$   
= 14 crayons

3



- a.                      b.  $11 - 3 = 8$

- c.  $10 + 8$                       d. 47

Sheet 15

1

$$\begin{array}{c} \boxed{55} + \boxed{32} = \boxed{87} \\ \swarrow \quad \searrow \quad \swarrow \quad \searrow \\ \boxed{50} + \boxed{5} + \boxed{30} + \boxed{2} = \boxed{80} + \boxed{7} \end{array}$$

$$\begin{array}{c} \boxed{21} + \boxed{15} = \boxed{36} \\ \swarrow \quad \searrow \quad \swarrow \quad \searrow \\ \boxed{20} + \boxed{1} + \boxed{10} + \boxed{5} = \boxed{30} + \boxed{6} \end{array}$$

2

- a. 55                      b. 79                      c. 87                      d. 97

3

- a. 8, 10, 15      b. 60  
c. 14              d. 15

- 4 The number of birds  
=  $13 + 11 = 24$  birds

Sheet 16

- 1 The number of blue shirts =

$$\begin{array}{c} \boxed{39} - \boxed{13} = \boxed{26} \\ \swarrow \quad \searrow \quad \swarrow \quad \searrow \\ \boxed{30} + \boxed{9} - \boxed{10} + \boxed{3} = \boxed{20} + \boxed{6} \end{array}$$

2

a.  $67 - 24 = 43$

Tens	Ones	Tens	Ones

b.  $89 - 53 = 36$

Tens	Ones	Tens	Ones

3

- a. 50      b. 32      c. 39      d. 29

Sheet 17

1

- a. 40      b. 70      c. 7      d. 58

2

The number of swans  
=  $32 - 21 = 11$  swans

3

- a. 4 tens 4 ones      b.  $80 + 9 = 89$   
c. 38                  d. 32

Sheet 18

1

a.

$\begin{array}{r} 62 \\ + 26 \\ \hline 88 \end{array}$	Think $\begin{array}{r} \boxed{60} \\ + \boxed{30} \\ \hline \boxed{90} \end{array}$
--	---

Actual sum : 88

Choose

Estimation is : ☒ Accepted  
☐ Not accepted

b.

$\begin{array}{r} 87 \\ - 34 \\ \hline 53 \end{array}$	Think $\begin{array}{r} \boxed{90} \\ - \boxed{30} \\ \hline \boxed{60} \end{array}$
--	---

Actual difference : 53

Choose

Estimation is : ☐ Accepted  
☒ Not accepted

2

a.

$$\begin{array}{r} 31 \\ + 42 \\ \hline 73 \end{array}$$

Think

$$\begin{array}{r} 30 \\ + 40 \\ \hline 70 \end{array}$$

Actual sum : 73

Choose

Estimation is : ☒ Accepted  
☐ Not accepted

b.

$$\begin{array}{r} 72 \\ - 21 \\ \hline 51 \end{array}$$

Think

$$\begin{array}{r} 70 \\ - 20 \\ \hline 50 \end{array}$$

Actual difference : 51

Choose

Estimation is : ☒ Accepted  
☐ Not accepted

3

a. 13

b.  $10 + 6 = 16$

c.  $8 + 4 = 12$

d. 91, 54, 45

Sheet 19

1

a. 23

b. 68

c. 62

d. 93

e. 83

f. 90

2  $28 + 54 = 82$

Tens	Ones	Tens	Ones	Tens	Ones

With regrouping OR Without regrouping

3 The number of children left  
 $= 15 - 9 = 6$  children

4

a. 80

b. seven hundred twenty-eight

c. 300, 50, 2 d. 45 e. 6

Sheet 20

1 a.  $32 + 19 = 51$

$$28 + 18 = 46$$

$$51 + 46 = 97$$

b.  $24 + 15 = 39$

$$35 + 9 = 44$$

$$39 + 44 = 83$$

2

a. 17

b. 89

c. 44

d. 33

3 The number of stickers that  
 Ahmed has  $= 29 + 13 + 21 + 24$   
 $= 42 + 45 = 87$  stickers

# Assessment Chapter 4

1

- a. 70      b. 20      c. 40

2

- a. 59      b. 81      c. 22      d. 76

3

- a. 27      b. 32      c. 33      d. 22

4

The left coins =  $26 - 13 = 13$  coins.

5

- a.  $15 + 28 = 43$ ,  $27 + 13 = 40$   
 $43 + 40 = 83$   
 b.  $32 + 17 = 49$ ,  $27 + 9 = 36$   
 $49 + 36 = 85$

## Accumulative Assessment

Till chapter 4

1

- a. 500      b. 37      c. 4  
 d. 9      e. 6

2

- a. 42      b. 79      c. 75      d. 14

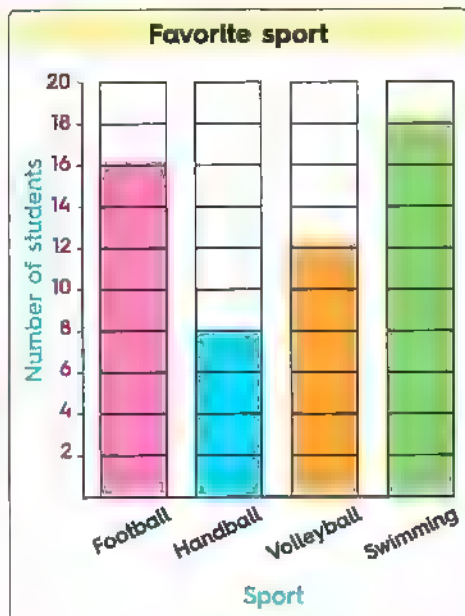
3

- a. 759      b. 234      c. 805

4

- a.  $\rightarrow 49$       b.  $\rightarrow 38$   
 c.  $\rightarrow 65$       d.  $\rightarrow 83$

5



- a. 24      b. 6      c. 54

# Sheet 21

1

- a. Rectangle      b. 6  
c. >      d. =

2

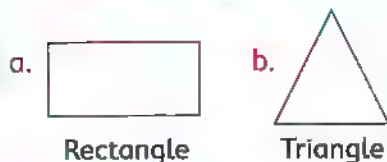


3

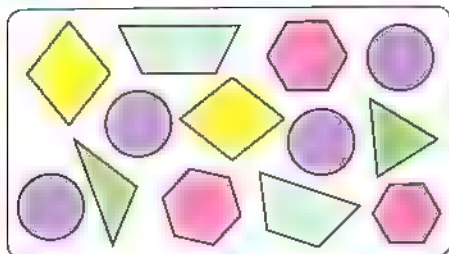
- a. 10      b. zero  
c. trapezoid      d. 800

# Sheet 22

1



2



3

- a. 10      b. 9      c.       d. 4

# Sheet 23

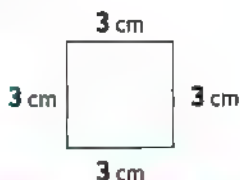
1

- a. 3 cm, 4 cm      b. 2 cm, 2 cm  
c. 2 cm, 3 cm      d. 6 cm, 5 cm

2

- a. 119      b. 37  
c.  $2 + 5 = 7$       d. 8, 10, 15

3 square




# Sheet 24

1

- a. 12      b. 8      c. 5      d. 6  
e. 8      f. 8      g. 12      h. 6

2

- a.       b. Pyramid  
c. Cube      d. Rectangular prism

3

- a. 70      b. <      c. 738      d. 4

### Assessment - Chapter 5

1

- a. triangle                      b. 1 m
- c. square-based pyramid
- d. trapezium                  e. 8
- f. 3                                  g. 100
- h. =

2

- a. Sphere
- b. Square-based pyramid
- c. Cube                          d. Cylinder

3

- a. 6                                  b. 5
- c. circle                          d. cube
- e. hexagon

### Accumulative Assessment

Till chapter 5

1

- a. 22                                  b. 91
- c. 6, square                      d. hundreds
- e. seven hundred nineteen
- f. 3                                  g. 8, 5, 5

2

What Bassem has now =  $17 - 8$   
= 9 books.

2

- a. 71                                  b. 73                                  c. 80

2

- a. Rectangle                      b. Trapezoid
- c. Rhombus                      d. Hexagon
- e. Cube
- f. Square-based pyramid
- g. Cylinder
- h. Rectangular prism

### Sheet 25

1

- a.                       b.                       c. 1 gram

2 215, 251, 351, 372

3 What Bassem has now  
=  $26 - 7 = 19$  toys

**Sheet 26**

- 1 The weight of the necklace and the ring =  $75 + 15 = 90$  gm

- 2 What is left  
=  $85 - 43 = 42$  kilograms

- 3  
a. 700, 8      b. 5, 5      c. 0  
d. one hundred seventy-six      e. 5

- 4  
a. 13      b. 62      c. 30      d. 88  
e. 63      f. 52

**Sheet 27**

- 1  
a. 4      b. 12  
c. 6 : 00      d. 11 : 00




- 2  
a. P.M.      b. A.M.  
c. P.M.      d. A.M.

- 3 The number of children went home =  $14 - 6 = 8$  children

- 4  
a. 1      b. 4      c. 2      d. 3

**Sheet 28**

- 1  
a. 3 : 00      b. 10 : 30      c. 12 : 30





- 2  
a.       b.   
c. 

- 3  
a. 67      b.  $8 + 8 = 16$   
c.  $10 - 3 = 7$

**Sheet 29**

- 1  
a. 11 : 15      b. cube  
c. 32      d. 5 grams

- 2 2 : 30 , 3 : 00 , 4 : 00

- 3  
a.       b.   
c.       d. 

# Assessment - Chapter 6

1

- a. 10:45, A.M.    b. 07:15, A.M.

2

a.



03:30

b.



05:00

c.



06:45

3

- a. grams    b. kilograms

- 4 The weight in all = 6 kg + 4 kg  
= 10 kg

# Accumulative Assessment

Till chapter 6

1

- a. 8    b. 70    c. rhombus  
d. 6    e. <

2

- a. six hundred twenty-one  
b. 5    c. 62  
d. 32    e. 348  
f. 7

3

- a. 02:15    b. 08:30    c. 01:45

Quarter past 2    Half past 8    Quarter to 2

- 4 The weight of them together  
= 100 gm + 90 gm = 190 gm

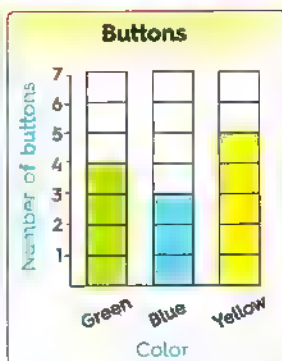
# Answers of General Revision

## Chapter 1

1

Buttons

Color	Number
Green	4
Blue	3
Yellow	5



a. 5      b. 1      c. 7      d. 12

2 a. 6      b. 14      c. Autumn

3 First : a.  $7 > 5$       b.  $9 > 8$

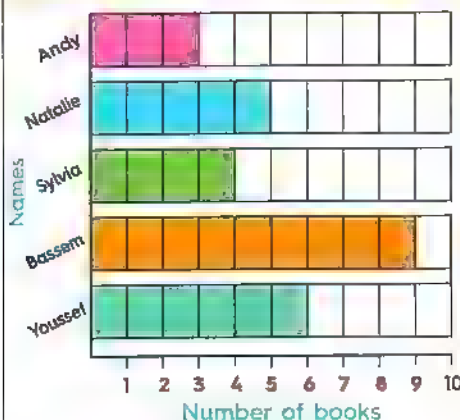
c.  $8 > 7$       d.  $5 < 9$

Second : a. ✓      b. ✗      c. ✓

d. ✓      e. ✗      f. ✓

Third : Dog, Cat, Bird, Fish

4 Books read last summer



• Andy, Sylvia, Natalie, Youssef, Bassem.

5

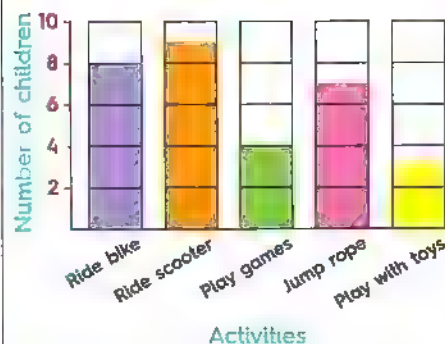
a. Saturday      b. 20

c. 36      d. 12

6

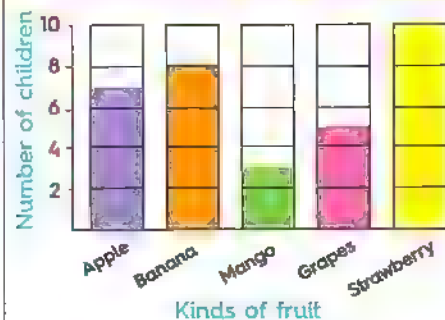
a. First      b. 30

7 Favorite outside activities



a. Ride scooter      b. 7

8 Favorite fruit



- First : a. Mango b. 13  
c. 5 d. 15
- Second : a. < b. > c. >
- Third : a. ✓ b. ✗ c. ✗

## Chapter 2

1

- a. 17 b. 22 c. 14 d. 16  
e. 15 f. 19 g. 63 h. 6  
i. 7 j. 7 k. 6 l. 16  
m. 5 n. 5 o. 9 p. 9  
q. 9 r. 9 s. 6 t. 20  
u. 58 v. 7 w. 3 x. 25

2

- a. 11 b. 25 c. 6 d. 5  
e. 56 f. 9 g. 20

3

- a. ✗ b. ✓ c. ✗ d. ✓  
e. ✓ f. ✗ g. ✓ h. ✓  
i. ✗ j. ✓

4

- a.  $\longrightarrow 7 + 7$  b.  $\longrightarrow 19 - 10$   
c.  $\longrightarrow 10 + 12$  d.  $\longrightarrow 15 - 7$   
e.  $\longrightarrow 44 + 10$

5

- a. 11 b. 9 c. 20 d. 15  
e. 14 f. 10 g. 7 h. 5  
i. 8 j. 9 k. 6 l. 9  
m. 6 n. 0 o. 8

6

- a. The number of pages =  $10 + 9$   
= 19 pages.
- b. The number of shells =  $12 - 5$   
= 7 shells.
- c. The money remained =  $18 - 8$   
= 10 L.E.
- d. The number of sheep in the other  
flock =  $17 - 11 = 6$  sheep
- e. The cost of chocolate =  $18 - 10$   
= 8 pounds.
- f. The number of stamps =  $18 - 13$   
= 5 stamps.

## Chapter 3

1

- a. 300 b. 50 c. 0 d. 6  
e. tens f. hundreds  
g. three hundred forty-two  
h. seven hundred three  
i.  $200 + 50 + 6$  j.  $700 + 10$   
k. 927 l. 460 m. 757 n. 403  
o. 371 p. 914 q. thirty-nine  
r. seventeen

**2**

- a. 70      b. hundreds      c. >  
d. <      e. <      f. 992      g. 738

**3**

- a. X      b. ✓      c. X      d. X  
e. ✓      f. ✓      g. X      h. ✓

**4**

- a.  $\rightarrow$  873      b.  $\rightarrow$  378  
c.  $\rightarrow$  738      d.  $\rightarrow$  102

**5**

- a. >      b. >      c. =      d. <  
e. =      f. <      g. <      h. >  
i. >      j. =      k. <      l. <  
m. <      n. <

**6**

- a. Order is : 8, 15, 24, 70  
b. Order is : 5, 37, 92, 141  
c. Order is : 175, 179, 274, 754  
d. Order is : two hundred fifty-five, 492,  $40 + 900 + 2$

**7**

- a. Order is : 867, 862, 547, 546  
b. Order is : 700,  $400 + 20 + 5$ , thirteen  
c. Order is : 754, 681, 372, 259  
d. Order is :  $600 + 70 + 9$ , five hundred seventeen, 349

## Chapter 4

**1**

- a. 8      b. 40      c. 20      d. 45  
e. 25      f. 44      g. 16      h. 67  
i. 80      j. 57      k. 52      l. 32  
m. 43      n. 54      o. 40      p. 81  
q. 37      r. 92      s. 63      t. 61  
u. 4      v. 67      w. 24      x. 74

**2**

- a.  $7 + 15$       b. 14      c. =  
d. 43      e. 3      f. 66  
g. 80      h. 74      i. 57  
j.  $20 + 9$       k.  $84 - 3$       l. 84  
m. 53      n. 17      o. 5

**3**

- a. X      b. X      c. X      d. ✓  
e. ✓      f. X      g. ✓      h. X

**4**

- a.  $\rightarrow$   $9 + 9$       b.  $\rightarrow$   $40 + 3$   
c.  $\rightarrow$  63      d.  $\rightarrow$   $30 + 4$   
e.  $\rightarrow$   $38 - 15$       f.  $\rightarrow$   $86 - 62$

5

$$\begin{array}{r} \text{a. } 43 \\ + 29 \\ \hline \end{array}$$

Think  
40  
+ 30  
70

43 + 29 is about 70

$$\begin{array}{r} \text{b. } 67 \\ - 43 \\ \hline \end{array}$$

Think  
70  
- 40  
30

67 - 43 is about 30

$$\begin{array}{r} \text{c. } 16 \\ + 41 \\ \hline \end{array}$$

Think  
20  
+ 40  
60

16 + 41 is about 60

$$\begin{array}{r} \text{d. } 84 \\ - 36 \\ \hline \end{array}$$

Think  
80  
- 40  
40

84 - 36 is about 40

6

$$\begin{array}{r} \text{a. } 22 \\ + 61 \\ \hline \end{array}$$

Think  
20  
+ 60  
80

22 + 61 is about 80

$$\begin{array}{r} \text{b. } 94 \\ - 52 \\ \hline \end{array}$$

Think  
90  
- 50  
40

94 - 52 is about 40

$$\begin{array}{r} \text{c. } 42 \\ + 52 \\ \hline \end{array}$$

Think  
40  
+ 50  
90

42 + 52 is about 90

$$\begin{array}{r} \text{d. } 37 \\ - 24 \\ \hline \end{array}$$

Think  
30  
- 20  
10

37 - 24 is about 10

7

$$\begin{array}{c} \text{a. } \begin{array}{ccc} 42 & + & 35 \\ \swarrow \quad \searrow & & \swarrow \quad \searrow \\ 40 + 2 & + & 30 + 5 \end{array} = \begin{array}{ccc} 77 \\ \swarrow \quad \searrow \\ 70 + 7 \end{array} \end{array}$$

$$\begin{array}{c} \text{b. } \begin{array}{ccc} 67 & + & 21 \\ \swarrow \quad \searrow & & \swarrow \quad \searrow \\ 60 + 7 & + & 20 + 1 \end{array} = \begin{array}{ccc} 88 \\ \swarrow \quad \searrow \\ 80 + 8 \end{array} \end{array}$$







8

$$\begin{array}{r} \boxed{54} - \boxed{32} = \boxed{22} \\ \swarrow \quad \searrow \quad \swarrow \quad \searrow \\ \boxed{50} + \boxed{4} - \boxed{30} + \boxed{2} = \boxed{20} + \boxed{2} \end{array}$$






$$\begin{array}{r} \boxed{96} - \boxed{84} = \boxed{12} \\ \swarrow \quad \searrow \quad \swarrow \quad \searrow \\ \boxed{90} + \boxed{6} - \boxed{80} + \boxed{4} = \boxed{10} + \boxed{2} \end{array}$$

9

$$a. \quad 24 + 58 = \boxed{82}$$

Tens	Ones	Tens	Ones	Tens	Ones
					

$$b. \quad 15 + 35 = \boxed{50}$$

Tens	Ones	Tens	Ones	Tens	Ones
					

10

$$13 + 16 = 29$$

$$37 + 25 = 62$$

$$29 + 62 = 91$$

11

a. The number of children at the park =  $23 + 27 = 50$  children.

b. The number of rabbits left =  $28 - 17 = 11$  rabbits.

$$\begin{array}{r} 21 \rightarrow 20 \\ + 13 \rightarrow + 10 \\ \hline 30 \end{array}$$

There are about 30 birds on the tree now.

## Chapter 5

1

- a. triangle      b. circle      c. 4  
d. 6      e. 4      f. 3  
g. 6, 12, 8      h. 6, 12, 8  
i. zero, zero, 2  
j. 5, 5, 8      k. zero, zero, zero  
l. The cylinder

2

- a. 4      b. 5  
c. trapezium      d. rhombus  
e. 12      f. 5





j. rhombus

k. rectangle

3

a. X

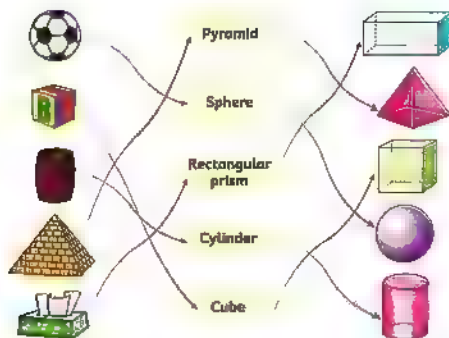
b. X

c. ✓

d. X

e. ✓

4



5

a.



Name :

Cube

8

vertices

12

edges

6

faces

b.



Name

Pyramid

5

vertices

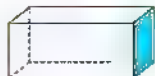
8

edges

12

faces

c.



Name :

Rectangular prism

8

vertices

12

edges

6

faces

d.



Name :

Cylinder

0

vertices

0

edges

2

flat faces

e.



Name :

Sphere

0

vertices

0

edges

0

faces

6

a. 3, 3

b. 4, 4

c. 4, 4

d. 5, 5

e. 4, 4

f. 0, 0

g. 6, 6

h. 4, 4

7

a. 2

b. 10

c. 12

d. 8

8

a.

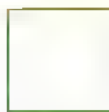
3 cm



5 cm

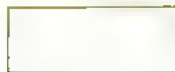
4 cm

b.



3 cm

c.



2 cm

5 cm

d.



6 cm

## Chapter 6

1

a. 15

b. 30

c. P.M.

d. A.M.

2

a. grams

b. kilograms

c. kilograms

d. grams

e. grams

f. kilograms

3

a. 5 kilograms

b. 1 kilogram

c. 10 grams

d. 4 grams

e. 100 kilograms

f. 5 kilograms

4

a. X

b. X

c. ✓

d. X

e. ✓

f. ✓

5



04:15

Three o'clock



11:45

quarter past four



03:00

half past one



01:30

quarter to twelve

6

a. 1:00, 1 o'clock

b. 2:30, Half past 2

c. 1:15, Quarter past 1

d. 6:45, Quarter to 7

e. 10:15, Quarter after 10

f. 9:00, 9 o'clock

7





**8**

more than 1 minute.

**9**

2 : 30 , P.M.

**10**

The number of kilograms left  
=  $70 - 20 = 50$  kilograms.

**11**

The weight of the pets together  
=  $13 + 4 = 17$  kilograms.

# Answers of Final Assessments

## Model 1

1

- a. 30      b. 35      c. 100

2

- a. cube      b. 765      c. 600  
d. 300      e. three hundred twelve

3 Order is : 52 , 250 , 502 , 520

4

- a. <      b. >      c. <      d. =

5

- a. 77      b. 31      c. 10      d. 86

6



7 8

8 What Youssef has more than  
Maged =  $48 - 26 = 22$  marbles.

9

- a. Red      b. 3  
c. Red , Blue , Pink , Green

## Model 2

1

- a. 317      b. 6 , 6      c. 20  
d. 291 (Answer may vary)

2

- a. >      b. <      c. >      d. >

3 The number of birds =  $37 + 26$   
= 63 birds

4

- a. quarter to 12  
b. square-based pyramid  
c. 8      d.

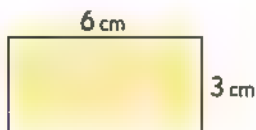
5

- a. ✓      b. ✗      c. ✗      d. ✗

6

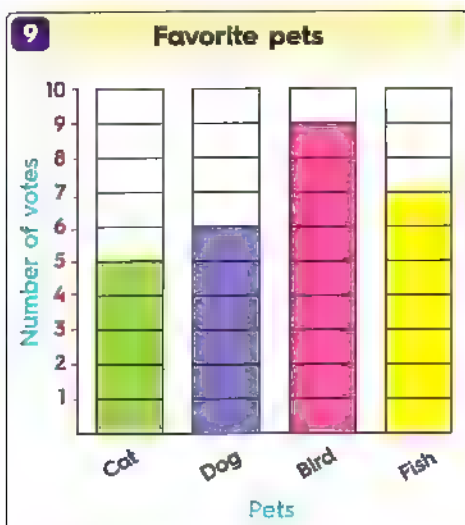
- a. 55      b. 47

7



8

- a. 8      b. 6      c. 12



- a. 11                      b. Cat

**Model 3**

**1**

- a. <      b. =      c. <      d. >

**2**

- a. 68      b. 2      c. 91      d. 20

**3** Order is : 9 , 73 , 341 , 552 , 941

**4**


- a. 700                      b. 2 , 2 , 12  
c. 4 , 4                      d. quarter past 2  
e. two hundred nine

**5** The left with Amir  
=  $69 - 24 = 45$  stamps.

**6**

- a. kilograms              b. m

**7**

- a.                       b.  $700 + 60 + 2$   
c.  $18 + 24$                       d. 30

**8**

- a. orange                      b. 8                      c. 20

**Model 4**

**1**

- a.  $\longrightarrow 48 + 48$   
b.  $\longrightarrow 44 + 25$   
c.  $\longrightarrow 77 - 23$   
d.  $\longrightarrow 10 + 24$

**2**

- a. 400 , 20 , 3                      b. 5  
c. 4 , 4                      d. 90

**3**

- a. <      b. >      c. <      d. =

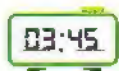
**4**

The number of left rabbits  
=  $55 - 21 = 34$  rabbits.

**5**



6



7 Order is :  $10 + 900$  , nine hundred one ,  $80$  ,  $10 + 18$

8 Zero , Zero , 2 , Cylinder

9



10

Saved coins



a. 13

b. 5

Model

5

1

a. X

b. X

c. ✓

d. ✓

2 The weight of salt and pepper  
=  $53 + 18 = 71$  grams.

3 5 , 8 , 5 , Square-based pyramid

4



5

a. 0

b. 15

c. 8

d. 60

6

a. 7 , 2 , 5

b. 15 , 24

c. 73

d. 21

7

a. <

b. =

c. <

d. >

8



, Pentagon

9

a. 70

b. Mango

c. 100

d. 20

Model

6

1

a. 2

b. 40

c. 6

d. 3 : 30

2

$$\begin{array}{r} 18 \longrightarrow 10 \\ + 13 \longrightarrow + 10 \\ \hline 20 \end{array}$$

They have about 20 flowers.

3

2 : 30 , 3 : 00 , 4 : 00 , 4 : 30

4

Pentagon , 5 , 5

5

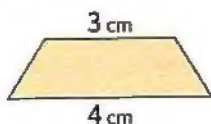
a. sphere or cylinder

b. 300 , 5

c. 70

d. 17

6



7

a. kilogram

b. gram

8

a. <

b. >

c. <

d. =

9

30

Model

7

1

a. 45

b. 7

c. rectangular prism

d. 5 kilograms

2

a. 81

b. 23

c. 39

d. 315

3

Order is : Thirty-five , 305 ,  
300 + 50 , 500 + 3

4

a. 8 : 30 , half past eight

b. 11 : 15 , quarter past eleven

5

a. x

b. x

c. ✓

d. ✓

6

The number of balloons in the  
store now = 27 - 10  
= 17 balloons

7



8

Number of library  
books checked out

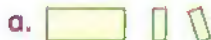
Name	Number
Amal	6
Amgad	8
Bassem	4

• 8

**Model**

**8**

**1**



- b.  $3 + 4 = 7$       c. 12 : 30  
d. 3 hundreds, 5 tens, 2 ones

**2**

- a. =      b. >      c. >      d. >

**3** 1, 2, 6



**4**

- a. 63      b. 56      c. 46      d. 8

**5**



**6**

- a. meter      b. centimeter  
c. meter

**7** 20

**Model**

**9**

**1**



- b. 3 tens, 5 ones  
c. 5 grams      d.

**2**

- a. =      b. =      c. >      d. <

**3**

- a. 8      b. 0      c. 3      d. 7

**4**

- a. hundreds      b. tens

**5**

- a. 5      b. 5

**6**

What Karma has now  
=  $19 + 17 = 36$  stickers.

**7**

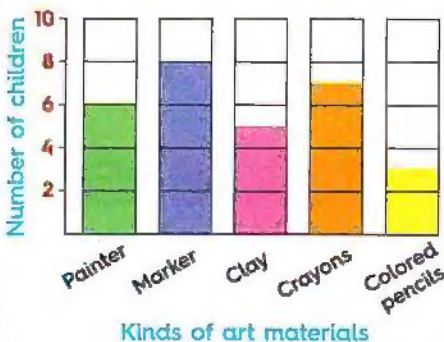
Order is : 999, 9 hundreds,  
eight hundred nineteen

**8**

- a. 40, 4, 0      b. 48, 4, 8

**9**

**Favorite art materials**



• Colored pencils

Model

10

1

a.



b. Write your name

c. 247

d. 5

2

a. 7

b. 298

c. 16

d. 40

3

a. 60

b. 80

c. 29

d. 37

4

a. 18

b. 59

c. 33

d. 9

5

a. half an hour

b. P.M.

c. A.M.

6

$$15 + 25 = 40$$

$$30 + 10 = 40$$

$$40 + 40 = 80$$

7

a. 40

b. 30